

**THIRUVALLUVAR UNIVERSITY**  
**BACHELOR OF ARTS - B.A. ENGLISH DEGREE COURSE**  
**CBCS PATTERN**

(With effect from 2022-2023)

**Programme Objectives: (5 Points)**

1. To acquaint students with the classics of literature.
2. To develop appreciation of literary texts.
3. To make them understand the vocabulary of literature.
4. To make them Learn language through literature.
5. To make them understand the fundamentals of English grammar.

**Programme Educational Objectives: (5 Points)**

1. To develop interest towards literature.
2. To develop social & linguistic awareness through Literature.
3. To improve communication skills in English.
4. To develop soft-skills to meet corporate needs.
5. To make them refined and responsible human beings.

**Programme Specific Outcomes: (10 points)**

On completing the course the students will be.

1. Able to understand and appreciate the language of literary works.
2. Able to communicate confidently in real life's situation.
3. Able to write in flawless language.
4. Able to interpret different genres.
5. Able to face the competitive job market.
6. Able to develop their personality.
7. Able to develop attitude in challenging situations.
8. Able to acquire analytical skills.
9. Able to comprehend the nuances of life.
10. Able to develop leadership qualities.

**Programme Outcomes: (10 Points)**

1. Able to have a holistic understanding of English literature.
2. Able to develop a sense of social responsibility.
3. Able to have environmental awareness.
4. Able to preserve cultural values.
5. Able to develop compassion for fellow human beings.
6. Able to learn lessons from the prescribed texts.
7. Able to motivate others.
8. Able to appreciate the positive traits.

9. Able to empower the weak towards betterment.

10. Able to live and motivate others to live.

### The Course of Study and the Scheme of Examinations

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
<b>SEMESTER I</b>									
1.	I	Language	Paper-1	6	4	Tamil/Other Languages	25	75	100
2.	II	English (CE)	Paper-1	6	4	<b>Communicative English I</b>	25	75	100
3.	III	Core Theory	Paper-1	5	3	Indian writing in English	25	75	100
4.	III	Core Theory	Paper-2	5	3	Advanced English Grammar	25	75	100
5.	III	ALLIED -1	Paper-1	6	3	Literary forms and glossary of terms	25	75	100
6.	III	PE	Paper-1	6	3	<b>Professional English I</b>	25	75	100
7.	IV	Environmental Studies		2	2	Environmental Studies	25	75	100
<b>Sem. Total</b>				<b>36</b>	<b>22</b>		<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER II</b>							<b>CIA</b>	<b>Uni. Exam</b>	<b>Total</b>
8.	I	Language	Paper-2	6	4	Tamil/Other Languages	25	75	100
9.	II	English (CE)	Paper-2	4	4	<b>Communicative English I</b>	25	75	100
10.	III	Core Theory	Paper-3	5	3	British Literature I	25	75	100
11.	III	Core Theory	Paper-4	5	3	American literature (classical and modern literature)	25	75	100
12.	III	ALLIED-1	Paper-2	6	5	Social History of England	25	75	100
13.	III	PE	Paper-2	6	3	<b>Professional English II</b>	25	75	100
14.	IV	Value Education		2	2	Value Education	25	75	100
15.	IV	Soft Skill		2	1	Soft Skill	25	75	100
<b>Sem. Total</b>				<b>36</b>	<b>25</b>		<b>200</b>	<b>600</b>	<b>800</b>

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
<b>SEMESTER III</b>							<b>CIA</b>	<b>Uni. Exam</b>	<b>Total</b>
16.	I	Language	Paper-3	6	4	Tamil / Other Languages	25	75	100
17.	II	English	Paper-3	6	4	English	25	75	100
18.	III	Core Theory	Paper-5	4	4	British literature II	25	75	100
19.	III	Core Theory	Paper-6	5	4	Introduction to English Phonetics	25	75	100
20.	III	ALLIED-2	Paper-3	5	3	History of English literature I	25	75	100
21.	IV	Skill based Subject	Paper-1	2	2	Skills for Employment	25	75	100
22.	IV	Non-major elective	Paper-1	2	2	Language skills and communication I	25	75	100
<b>Sem. Total</b>				<b>30</b>	<b>23</b>		<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER IV</b>							<b>CIA</b>	<b>Uni. Exam</b>	<b>Total</b>
23.	I	Language	Paper-4	6	4	Tamil/Other Languages	25	75	100
24.	II	English	Paper-4	6	4	English	25	75	100
25.	III	Core Theory	Paper-7	5	4	British literature III	25	75	100
26.	III	Core Theory	Paper-8	4	3	History of English Language	25	75	100
27.	III	ALLIED-2	Paper-4	5	5	History of English Literature II	25	75	100
28.	IV	Skill based Subject	Paper-2	2	2	Writing for special purpose	25	75	100
29.	IV	Non-major elective	Paper-2	2	2	Language skills and communication II	25	75	100
<b>Sem. Total</b>				<b>30</b>	<b>24</b>		<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER V</b>							<b>CIA</b>	<b>Uni. Exam</b>	<b>Total</b>
30.	III	Core Theory	Paper-9	5	4	British literature IV	25	75	100
31.	III	Core Theory	Paper-10	6	4	Shakespeare	25	75	100
32.	III	Core Theory	Paper-11	6	4	Literary Criticism.	25	75	100
33.	III	Core Theory	Paper-12	6	4	Subaltern Literature	25	75	100
34.	III	Internal Elective	Paper-1	4	3	<b>(to choose one out f two)</b> A. Children Literature B. Journalism	25	75	100
35.	IV	Skill based Subject	Paper-3	3	2	Content writing	25	75	100
<b>Sem. Total</b>				<b>30</b>	<b>21</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>SEMESTER VI</b>							<b>CIA</b>	<b>Uni. Exam</b>	<b>Total</b>
36.	III	Core Theory	Paper-13	5	4	Contemporary Literature	25	75	100
37.	III	Core Theory	Paper-14	5	4	Indian Writing in Translation	25	75	100
38.	III	Core Theory	Paper-15	5	3	New Literatures in English	25	75	100
39.	III	Compulsory Project	Paper-16	5	5	Group / Individual Project	25	75	100
40.	III	Internal Elective	Paper-2	4	3	<b>(to choose one out f two)</b> A. English Information	25	75	100

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
						Technology B. Film appreciation and book review			
41.	III	Internal Elective	Paper-3	3	3	(to choose one out of two) A. English for Specific Purpose B. Creative Writing	25	75	100
42.	IV	Skill based Subject	Paper-4	3	2	English Language Teaching	25	75	100
43.	V	Extension Activities		-	1		100	-	100
<b>Sem. Total</b>				<b>30</b>	<b>25</b>		<b>275</b>	<b>525</b>	<b>800</b>
<b>Grand Total</b>					<b>140</b>				<b>4300</b>

Part	Subject	Papers	Credit	Total Credits	Marks	Total Marks
Part I	Languages	4	4	16	100	400
Part II	Communicative English & English	4	4	16	100	400
Part III	Allied (Odd Semester)	2	3	6	100	200
	Allied (Even Semester)	2	5	10	100	200
	Electives	3	3	9	100	300
	Core	15	(3-5)	54	100	1500
	Professional English	2	3	6	100	200
	Compulsory Project (Group/Individual Project)	1	5	5	100	100
Part IV	Environmental Science	1	2	2	100	100
	Soft skill	1	1	1	100	100
	Value Education	1	2	2	100	100
	Lang. & Others /NME	2	2	4	100	200
	Skill Based	4	2	8	100	400
Part V	Extension Activities	1	1	1	100	100
<b>Total</b>		<b>43</b>		<b>140</b>		<b>4300</b>

**THIRUVALLUVAR UNIVERSITY**  
**B.A. ENGLISH**

**SYLLABUS**  
**UNDER CBCS**  
**(With effect from 2022-2023)**

**SEMESTER I**

**PAPER - 1**

**INDIAN WRITING IN ENGLISH**

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**OBJECTIVES:**

- To understand the various features of Indian Literature in English.
- To get a glimpse of the regional literatures in English.
- To make the students be aware of the superstitious practices in Indian culture.
- To inculcate the spiritual and moral values from the Indian Sages.
- To analyze the aspects of Indianness in Indian writing in English.

**SYLLABUS**

**Unit -1 :Poetry**

1. A very Indian poem in Indian English- Nissim Ezekiel
2. Coromandel Fishers - Sarojini Naidu
- 3.Home Coming-R.Parthasarathy.

**Unit-2:Poetry**

- 1.Of Mothers among other things-A.K.Ramanujam
- 2.An Old Woman – ArunKolatkarr

**Unit-3:Prose**

- 1.The Child's Return- Rabindranath Tagore
- 2.The Portrait of a Lady-Kushwant Singh
- 3.Vivekananda's World Mission-Bhabani Bhattacharya

**Unit-4: Drama**

- 1.Nagamandala-Girish Karnad

**UNIT-5: NOVEL**

- 1.The White Tiger – Aravind Adiga

## **COURSE OUTCOME**

### **UNIT I**

Students will be able to examine the concepts of Indian English Poetry.  
Students will be able to comment on the humor in A Very Indian Poem in English.  
Students will be able to understand the life of fishermen community  
Students will be able to grasp the in-depth ideas about the poem Home Coming.  
Students will be able to know about Autobiographical Poem.

### **UNIT II**

Students will be able to appreciate the poem Of Mother, among other Things.  
Students will be able to identify different images of the Mother.  
The students will be able to understand the sense of loss of identity in immigrants  
Students will be able to analyze the reality of a beggar Old Woman.  
Students will be able to understand the style of Indian Poetry.

### **UNIT III**

Students will be able to scrutinize the writing style adopted by Kushwant Singh.  
Students will be able to understand Tagore as a short story writer.  
Students will be able to identify the writing style of Bhabini Bhattacharya .  
Students will be able to inculcate the moral ideas of Swami Vivekananda.  
Students will be able to evaluate Bhabini Bhattacharya as an essayist.

### **UNIT IV**

Students will be able to analyze the plot Nagamandala.  
Students will be able to know about the writing style of Girish Karnad.  
Students will be able to understand the superstitious beliefs in Indian culture .  
Students will be able to know about the significance of marital relationship .  
Students will become familiar with popular myth.

### **UNIT V**

Students will be able to understand the concept of globalization.  
Students will be able to absorb the importance of family.  
Students will be made aware of corruption in India

### **WEB SOURCES:**

<https://khanindradutta.wordpress.com/2019/02/27/nissim-ezekiels-poem-very-indian-poem-in-indian-english-complete-poem/>  
<https://www.poetrynook.com/poem/homecoming-0>  
<http://e4english-corner-sasha.blogspot.com/2013/11/an-old-woman-by-arun-kolatkars-poem-and.html#:~:text=In%20Arun%20Kolatkars%20poem%2C%20%22An,land%20from%20which%20she%20comes.&text=The%20old%20woman%20tightens%20her,She%20is%20persistent.>  
<http://www.ncert.nic.in/ncerts/l/kehb101.pdf>  
<https://archive.org/details/in.ernet.dli.2015.463117/page/n13/mode/2up>  
<https://archive.org/details/whitetigernovel00adig/page/n9?q=the+white+tiger+arvind+adiga>

### **REFERENCE TEXT BOOKS**

Karnad, Girish Raghunath. Nagamandala. Oxford University Press, 1990.

**CORE THEORY  
PAPER – 2**

**ADVANCED ENGLISH GRAMMAR**

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**OBJECTIVES**

Students will be able to understand the basics of Grammar.

To understand how to use Grammar correctly.

To learn to be confident in using advanced Grammar.

To write English without grammatical errors.

To gain confidence in learning English.

**UNIT 1**

Parts of speech –Noun –Pronoun-Adjective-Verb-Adverb-Conjunction-Preposition-Interjection-  
Definition-Types-Examples

**UNIT 2**

Types of Sentences-Statement-Interrogative-Exclamatory-Imperative

**UNIT 3**

Sentence Pattern-Types-SV-SVO-SVC-SVA-SVOO-SVOC-SVOA

**UNIT 4**

Tenses- Subject -Verb-Concord

**UNIT 5**

Phrases And Clauses-Definition And Types

**REFERENCE TEXTBOOKS**

1. DR. M R Kumaraswamy, C.Chidambaram, P.Karthi. Grammar and Composition. Madurai: Print, 2019.
2. Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.

**COURSE OUTCOMES**

**UNIT I**

Students will be able to get distinct ideas on all the parts of speech.

Students will be able to understand Parts of Speech and their types.

Students will be able to use Parts of Speech with relevant Examples.

Students will be able to examine the usage of Parts of Speech in various contexts.

Students will be able to identify the different ways to adopt Parts of Speech.

## **UNIT II**

Students will be able to know about the Types of sentences.

Students will be able to understand Statement sentence with illustrations.

Students will be able to know Interrogative sentence with illustrations.

Students will be able to identify Imperative sentence with illustrations.

Students will be able to understand Exclamatory sentence with illustrations.

## **UNIT III**

Students will be able to know about Sentence Pattern and its types.

Students will be able to recognize the different types of Sentence Pattern.

Students will be able to identify the different ways to adopt Sentence Pattern.

Students will be able to examine the correct usage of Sentence Pattern.

Students will be able to distinguish the Sentence Pattern with the help of illustrations.

## **UNIT IV**

Students will be able to know about Tense and its kinds.

Students will be able to understand and use Tenses in day to day life.

Students will be able to know about Subject and its Usage.

Students will be able to be familiar with Concord.

Students will be made aware of Verb and its Kind.

## **UNIT V**

Students will be able to understand Phrases.

Students will be able to absorb noun, verb, adjectival and prepositional phrases.

Students will be made aware of Definitions of Clauses and its types.

Students will be able to comprehend Clauses with illustrations.

Students will be able to distinguish Clauses with the help of illustrations.



## LITERARY FORMS AND TERMS

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### OBJECTIVES

- To expose the learners to the most common elements of literature.
- To examine different genres of literature.
- To scrutinize the various Literary Forms
- To understand the characteristics of Poetry, Prose, Drama and Novel.
- To Understand different literary terms.

### UNIT I: POETRY

1. What is Poetry?
2. The Lyric
3. The Sonnet
4. The Elegy
5. The Epic
6. The Ode

### UNIT II : PROSE

1. The Essay
2. The Short Story
3. Biography
4. Autobiography

### UNIT III: DRAMA

1. The Tragedy
2. The Comedy
3. Tragi-Comedy
4. The One-act play
5. The Absurd Drama

### UNIT IV: NOVEL

1. Historical Novel
2. The Picaresque Novel
3. The Stream of consciousness Novel

### UNIT V: LITERARY TERMS

Allegory, Comic Relief, Dramatic Monologue, Farce, Euphemism, Expressionism, Satire, Plot, Melo Drama, Irony, Soliloquy.

### BOOKS FOR STUDY AND REFERENCE:

1. Prescribed text – A Glossary of Literary Terms. M.H. Abrams – Macmillan Publishers India Ltd. (Trinity -Laxmi Publications, Chennai)
2. Nair, K R Ramachandran. *Literary Forms*. Chennai: Emerald, 1995. print.

## **COURSE OUTCOMES**

### **UNIT I**

Students will be able to understand how poetry requires a different writing style.

Students will be able to get, in-depth ideas of Poetry.

Students will be able to understand the traits of Lyric, Ode, and Sonnet.

Students will be able to examine Elegy and Epic.

Students will be able to scrutinize different kinds of Poetry.

### **UNIT II**

Students will be able to understand prose answering with distinct style.

Students will be able to know the characteristics of Short Story.

Students will be able to understand the ideas behind Essay.

Students will be able to understand the basic traits of Biography.

Students will be able to know about Autobiography in detail.

### **UNIT III**

Students will be able to understand Drama as a Genre with distinct style.

Students will be able to distinguish Tragedy and Comedy as a separate genre.

Students will be able to understand Tragi - Comedy.

Students will be able to examine characteristics of One Act Play.

Students will be able to absorb the principles of the Absurd Drama.

### **UNIT IV**

Students will be able to understand the Characteristics of Novel.

Students will be able to know about Historical Novel.

Students will be able to be familiar with Picaresque Novel.

Students will be made aware of The Stream of Consciousness Novel.

Students will be able to absorb the characteristics of various types of Novels

### **UNIT V**

Students will be able to understand few important Literary Terms.

Students will be able to absorb the basic ideas of Plot, Melodrama and Irony.

Students will be made aware of Euphemism, Expressionism and Satire.

Students will be able to comprehend Allegory, Comic Relief and Dramatic Monologue.

Students will be able to identify the usages of Literary Terms.

## SEMESTER II

### CORE THEORY PAPER – 3

## BRITISH LITERATURE I

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### OBJECTIVES

1. To expose the students to the beginning of modern literature
2. To introduce students to metaphysical and neoclassical poetry
3. To know the style of Bacon's essays
4. To expose the students to the social life of 17<sup>th</sup> century people
5. To learn the form ,allegorical novel .

### UNIT 1:Poetry

The hymn to God, the Father-John Donne  
*Song* for St.Cecilia's Day-John Dryden  
The Collar – George Herbert

### UNIT 2:Poetry

How soon hath time-John Milton  
Ode to Solitude-Alexander Pope  
On My First Sonnet – Ben Jonson

### UNIT 3:Prose

Of Friendship  
Of Studies  
Of Books -FrancisBacon

### UNIT 4:Drama

The Shoemaker's holiday -Thomas Dekker

### UNIT 5:Novel

The Pilgrim's Progress - John Bunyan

## **COURSE OUTCOME**

### **UNIT I**

The students will be able to

1. Identify the characteristic features of metaphysical poetry
2. Critically appreciate the poem, “Hymn to God, the Father”
3. Analyse the theme of “Song for St. Cecilia’s Day”
4. Identify the neoclassical elements found in the prescribed poems
5. Understand Dryden as a neoclassical poet

### **UNIT II**

The students will be able to

1. Understand Milton’s greatness as a poet
2. Understand how one has to wait for the right time to accomplish great works
3. Appreciate the grand style of Milton
4. Understand Pope as the representative poet of neoclassicism
5. Appreciate the value of simple life

### **UNIT III**

The students will be able to

1. Understand the three fruits of friendship
2. Know the purpose of studying
3. Understand the advantages of studying
4. Understand the greatness of books
5. Appreciate the style of Bacon

### **UNIT IV**

The students will be able to

1. Understand the social life of 17<sup>th</sup> century England
2. Critically appreciate the play, “The Shoemaker’s Holiday”
3. Analyse the characters of the Play
4. Know how war leads to disability of persons
5. Understand the class system of English People

### **UNIT V**

The students will be able to

1. Understand Pilgrims Progress as an Allegory
2. Appreciate the theme of salvation.
3. Understand that the road to Heaven is not easy, the cost is great,
4. Know that the true Christian must be willing to pay the cost no matter what.
5. Know that man is full of sin, but this does not keep him from attaining glory.

### **WEB SOURCES:**

1. <https://www.poetryfoundation.org/poems/44115/a-hymn-to-god-the-father>
2. <https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687>
3. <https://www.poetryfoundation.org/poems/44360/the-collar>
4. <https://www.poetryfoundation.org/poems/44744/sonnet-7-how-soon-hath-time-the-subtle-thief-of-youth>
5. <https://www.poetryfoundation.org/poems/46561/ode-on-solitude>

6. <https://www.poetryfoundation.org/poems/44455/on-my-first-son>
7. <https://www.fulltextarchive.com/page/Essays2/>
8. <https://www.fulltextarchive.com/page/Essays3/>
9. <https://emed.folger.edu/sites/default/files/EMEDWorkshop-ShoeHol.pdf>
10. [http://bunyanministries.org/books/pp\\_full\\_text.pdf](http://bunyanministries.org/books/pp_full_text.pdf)

**CORE THEORY  
PAPER – 4**

**AMERICAN LITERATURE**

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**OBJECTIVES**

1. To introduce the major works of American authors and their intellectual philosophies to students of Literature.
2. To portrait different periods and movements of American Literature
3. To make our students familiar with American thoughts and lifestyle.
4. 4.To direct students' ardent attention towards the development of their knowledge about American Literature
5. To project their fancy for lyrical gaiety of top American poets
6. To channelize their academic vision to grasp more about the American Drama and Fiction

**UNIT-1: Poetry**

1. Robert Lowell – Children of Light, The Holy Innocents
2. Carl Sandburg – Chicago
3. William Stanley Merwin - Green Fields, Another River
4. Robert Frost – Stopping by Woods on a Snowy Evening

**UNIT-2: Poetry**

1. Walt Whitman – O captain, My Captain
2. Emily Dickinson – I Felt a Funeral in My Brain
3. Edgar Allan Poe – Sonnet – Silence
4. Wallace Stevens – Anecdote of the Jar

**UNIT-3: Prose**

1. Martin Luther King – I have a Dream
2. Ralph Waldo Emerson – Self-Reliance

**UNIT-4: Drama**

1. Arthur Miller – Death of a Salesman

**UNIT-5: Fiction**

1. Ernest Hemingway – The Old Man and the Sea

## **TEXT BOOKS**

### **UNIT-1:**

1. American Poetry of the Twentieth Century, Edited by Richard Gray, Cambridge University Press
2. A textbook of American Literature, Edited by Board of Editors, Sarah Publishers

### **UNIT-2:**

1. An Anthology of Poems, Edited by C. Subbaian, Emerald Publishers

### **UNIT-3:**

1. American Literature, An Anthology of Prose, Edited by Dr. P. Marudanayagam, Emerald Publishers
2. American Literature, Edited by Prof. G. Venkatesalu, Manimekala Publishing House

### **UNIT-4**

1. Death of a Salesman :Arthur Miller , Penguin UK Edition
2. A Student Handbook to The Plays of Arthur Miller ,Bloomsbury Publishing India Ltd.

### **UNIT-5:**

1. The Old Man and the Sea, Ernest Hemingway, Maple Press Classics Publishers – Complete and Unabridged
2. Ernest Hemingway's The Old Man and the Sea , P.G. Rama Rao – The New Atlantic Critical Studies

## **REFERENCE ITEMS: BOOKS, JOURNAL**

1. A Text Book of The Old Man and the Sea , Dr. V. Alexander, Mahaam Publishers
2. American Literature, Edited by Prof. G. Venkatesalu, Manimekala Publishing House
3. A Short History of American Literature, Krishna Sen and AshokeSengupta, Orient Black Swan Publisher
4. American Literature, NandanaDutta, Edited by Pramod K Nayar, Orient Black Swan Publisher
5. Studies in American Literature,MalikaarjunPatil, Atlantic Publishers
6. Modern American Literature, Edited by RajeshwarMittapalli and Claudio Gorlier, Atlantic Publishers
7. Walt Whitman – Selected Poems : A Critical Evaluation, Dr. S. Sen, Unique Publishers
8. A History of American Literature, Sathish Kumar, LakshmiNarainAgarwal Publishers
9. The Oxford Companion to American Literature, James D. Hart, 6<sup>th</sup> Edition, Oxford University Press
10. A Short History of American Literature, Edited by William Peterfield Trent, Cambridge University Press

## **E- MATERIALS**

1. <https://www.theatlantic.com/w.s.merwin>
2. **Error! Hyperlink reference not valid.**
3. **Error! Hyperlink reference not valid.**
4. <https://www.poeticside.com/poets/w.s.merwin>
5. <https://www.cliffnotes.com/americanwriters>
6. <https://www.poeticside.com/poets/w.s.merwin>
7. <https://www.poemanalysis.com/americanpoets>
8. <https://www.whitmanarchive.org>

9. <https://www.enotes.com/americanwriterspoets>
10. <https://www.bl.uk/collections>
11. <https://www.beamingnotes.com/americananddramatists>
12. <https://www.britannia.com/americanliterature>
13. <https://www.sparknotes.com/americanpoets>
14. <https://www.imagination.com/americanliterature>
15. <https://www.gradesaver.com/americanwriters>

## **COURSE OUTCOME**

### **UNIT-1**

1. Students will be able to grasp the lyrical richness embedded in American Poetry
2. Students will be able to understand the modern American writer like Merwin and his thoughts related to Environment
3. Students will come to know the great American Poets like Frost, Lowell and Sandburg and their works.
4. Students will be able to develop a taste of American poetry and thus they further read and understand.
5. Student will search for related poems written by these great poets to develop further knowledge on poetry

### **UNIT-2**

1. Students will be able to admire and try to emulate the literary expertise of Walt Whitman, Emily Dickinson, Edgar Allan Poe and Wallace Stevens
2. the student will come to know the literary terms available in the American poetry
3. the student will get inspiration from Walt Whitman and his knowledge about India
4. the student will read further about these great poets
5. the student will develop a taste to study the lifestyle of American people

### **UNIT-3**

1. the student will be able to judge the supremacy of American output
2. the student will come to know the great prose writers of American Literature Emerson and Martin Luther King
3. the student will understand the real thoughts of the American writers
4. the student will get inspiration through these works and it will kindle him or her to read more
5. the student will understand the philosophy of these writers.

### **UNIT-4**

1. The student will be able to judge the supremacy of American drama
2. The student will come to know the great dramatist of American Literature Arthur Miller
3. The student will understand the real thoughts of the American dramatists in general
4. The student will get inspiration through this drama and it will kindle him or her to read more dramas of American Literature
5. The student will understand the usage of language in the drama

### **UNIT-5**



1. The student will be able to judge the supremacy of American fiction
2. The student will come to know the great fiction writers of American Literature Ernest Hemingway
3. The student will understand the real thoughts of the American fictions and sea life
4. The student will get inspiration through this fiction and it will kindle him or her to read more fictions of American Literature
5. The student will understand the real concept of lifestyle of Americans.

**ALLIED –1**

**PAPER – 2**

**THE SOCIAL HISTORY OF ENGLAND**

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**Social History of England**

**Objectives**

1. To provide a profound background to the Social History of England.
2. To provide an extensive knowledge of English Social life.
3. To help them appreciate, relish and enjoy the programme.
4. To provide them a knowledge of the major trends in English society.
5. To provide the students with hands on information to appreciate the other papers in English literature.

**UNIT I**

The Hundred Years of War (1337-1453), The War of the Roses. The Black Death & The Peasants Revolt. The Church – The Monasteries - The grammar schools, public schools, Education - The Printing Press – Its Significance

**UNIT II**

Social Life of During:

The Renaissance, The Reformation, The Spanish Armada - The Elizabethan - Theatre and Audience – The Rule of Queen Elizabeth I – A Golden Period – The East India Company

**UNIT III**

Colonization, The Stuarts – King James Authorized Version of the Bible – The Civil War, The Puritan Rule, The Restoration England - The Royal Society – The Glorious Revolution

**UNIT IV**

Queen Anne’s England – The War of American Independence – Religious Movements – Humanitarian Movements – The French Revolution

**UNIT V**

The Victorian Age – Reform Bills – The Chartist Movement - The Modern Age – The Cold War – The Origin and Growth of Political Parties in England.

**Outcomes:**

On completing the course the students will be able to

## Unit I

1. Understand the background of English Social Life
2. Acquire thorough knowledge of calamities which affected the English People
3. Know the yearly period of education in England
4. Know the advent of the printing press
5. Know the role of the press

## Unit II

1. Acquire knowledge of renaissance and its meaning
2. Know how the Renaissance influences art
3. Understand the term Reformation and Spanish Armada
4. Appreciate Elizabethan Period and its Literature
5. Know about the East India Company

## Unit III

1. Understand What is Colonization
2. Know the history of the Bible Translation
3. Understand the term Civil War
4. Understand the Life in Puritan and Restoration Period
5. Know about the Royal Society and glorious Revolution

## Unit IV

1. Have a knowledge of Queen Anne
2. Know the war of American Independence
3. Learn about the religious movements
4. Aware of humanitarian movements
5. Know what is French Revolution

## Unit V

1. Understand Queen Victoria's England
2. Learn about the reform Bills
3. Learn about the Chartist movement and modern age
4. Learn what is Cold War
5. Learn about the Political Parties in England

**REFERENCE:**

1. Trevelyan, G.M English Social History, Longmans, London, 1958,
2. Subramaniam, M.V Social History of England, Wardha Publishing House, Madras 1972.

## **SECOND YEAR**

### **SEMESTER III**

#### **CORE PAPER - 5**

### **BRITISH LITERATURE II**

#### **Objectives**

1. To acquaint the students with the transformation of literature from Neoclassicism to Romanticism
2. To make the students familiar with the poems of Romantic age
3. To understand the essays of Charles Lamb and Oliver Goldsmith
4. To understand the characteristic features of Anti Sentimental Comedy
5. To expose the students to Genres, Travelogue and Bildungsroman

#### **UNIT - I: POETRY**

1. Lines written a few Miles above Tintern Abbey - William Wordsworth
2. Ode to The West Wind - P B Shelly

#### **UNIT - II: POETRY**

1. Ode on a Grecian Urn - John Keats
2. Kublakhan - Samuel Taylor Coleridge

#### **UNIT - III: PROSE**

1. A Dissertation Upon Roast Pig - Charles Lamb
2. A City Night Piece - Oliver Goldsmith

#### **UNIT - IV: DRAMA**

1. The Rivals - Richard Brinsley Sheridan

#### **UNIT - V: NOVEL**

1. Robinson Crusoe - Daniel Defoe
2. Jane Eyre - Charollette Bronte

#### **Course Outcome:**

#### **Unit I**

The students will be able to understand :

1. William Wordsworth as a Nature Poet
2. Autobiographical element found in Tintern Abbey
3. P.B. Shelly as a Revolutionary Romantic poet

4. Literary devices used in Ode to the West Wind
5. The theme of regeneration in Ode to the West Wind

## **Unit II**

The students will be able to

1. Characteristic features of Romantic age
2. Appreciate Keats as a poet who is Known for his Odes
3. Understand “beauty is Truth, truth beauty” with reference to Ode on a Grecian Urn
4. Understand Samuel Taylor Coleridge as a romantic poet
5. Analyze the supernatural element in Kublakhan

## **Unit III**

The students will be able to

1. Know the essayists of the Romantic Age
2. Appreciate Charles Lamb as an essayist
3. Analyze the humour in “A Dissertation Upon Roast Pig
4. Understand Oliver Goldsmith as an essayist
5. Critically analyze the essay, “A City Night Piece”

## **Unit IV**

The students will be able to understand

1. Rivals as an anti sentimental comedy
2. Why Lydia wants to marry a poor man
3. The idea of malapropism
4. The concept of duel
5. How does Falkland’s plan backfire

## **Unit V**

The students will be able to

1. Analyze Robinson Crusoe as a Travelogue
2. Know whether Robinson Crusoe changed at the end of the novel
3. Critically analyze Jan Eyre as a Gothic novel
4. Undersand how Jane Eyre fits into romantic Literature
5. Analyze the character of Jane Eyre

## **Text Book and Reference material**

Palgrave , F.T Palgrave’s Golden Treasury, Oxford Publisher,1997

**Web Source:**

<https://www.poetryfoundation.org/poems/45527/lines-composed-a-few-miles-above-tintern-abbey-on-revisiting-the-banks-of-the-wye-during-a-tour-july-13-1798>

<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>

[https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-](https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn)

[urnhttps://www.poetryfoundation.org/poems/43991/kubla-khan](https://www.poetryfoundation.org/poems/43991/kubla-khan)

<https://www.bartleby.com/380/prose/491.html>

<http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm>

<http://www.gutenberg.org/files/24761/24761.txt>

<https://www.planetebook.com/free-ebooks/robinson-crusoe.pdf>

<https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>

## CORE PAPER - 6

### INTRODUCTION TO ENGLISH PHONETICS

#### **OBJECTIVES**

1. Students are exposed to the Evaluation of English Language at a deeper level, updating communication using language in spoken medium and written medium.
2. Students get enriched with information about understanding English phonetics and on general phonetics.
3. To make students understand Illustrations facilitating readers' comprehension of the subject both in Orthography and in Phonetic transcription.
4. Students are taught about intricacies of articulating English sounds enabling them to speak better.
5. Students are exposed to the use of modern technology stressing the importance of speech using mobile phone, radio, tape recorder, multimedia, etc.,

#### **SYLLABUS**

##### **UNIT – I**

#### **OBJECTIVES**

1. To develop Students' ability to use English in real life situations.
2. To understand the written text and be able to use Skimming and Scanning Skills.
3. To understand the necessary connection between meaning and its sound.
4. To learn and use the different meanings of English words appropriately.
5. To distinguish human language from animal communication. To distinguish evolution of language between biological evolution and historical evolution of individual languages mediated by cultural transmission.

Introduction know Language - Arbitrariness - Duality - Displacement - Cultural Transmission.

##### **UNIT – II**

#### **OBJECTIVES**

1. To develop knowledge about English Phonetics with respect to received pronunciation [British English], and general American English and be able to read and produce phonemic transcriptions and transcriptions of intonation pattern.
2. To understand the system of sound and sound combination.
3. To understand how sounds are produced, transmitted and perceived.

4. To distinguish phonemes and allophones, to know the structure of English Syllable and the different types of stress.
5. To know assimilation, elision, linking and to distinguish between strong and weak forms.
6. To study how sounds are produced with articulators- Study of acoustic production of various articulations- to study how the listeners perceive linguistics auditory aspects and understand signals.

Phonetics - Phonology - Branches of Phonetics - Organs of Speech.

### **UNIT – III**

#### **OBJECTIVES**

1. To investigate the Brain's representation for speech production using Univariate and multivariate representation.
2. To learn the process of speaking which involves parts of our body.
3. To learn the stages of speech sound production – to learn how the movement of speech organs modify the air in order to produce a given sound.
4. To differentiate between Vowels and Consonants.
5. To enhance reading and writing skills of all syllables in English word – to recognize and remember the vowels as a subset of letters as distinguished from consonants – the rules and spelling patterns for short and long vowels, final vowels, unaccented vowels, silent vowels and irregular spellings.

Phonatory System and Articulatory System - Classification of Speech Sound - Consonants - Vowels.

### **UNIT – IV**

#### **OBJECTIVES**

1. To know the unit of sonority-degree of air flow-constriction of articulators- resonance of one sound segment in relation to another.
2. To know the structure of syllable-sonority peaks and optional edges-three elements-



the onset, the nucleus and the coda.

3. To know the vocalic consonant in the American pronunciation.
4. To know the unique productive qualities of spoken consonant sound- functions as the core, nucleus of a syllable.
5. To pronounce consonant sound in isolation, in words and in sentences correctly.
6. To experiment and investigate the degree of assimilation as it occurs in abutting consonants under varying conditions.
7. To identify the style of pronunciation often varying regionally or Socio-economically constructing dialogues.
8. To identify the melodic pattern of an utterance that conveys different expressive meaning and variation in the pitch of the voice.

Syllable and Syllabic Structure - Onset - Nucleus - Coda - Syllabic Consonants - Consonant Clusters - Abutting Consonants - Word accent - Rhythm and intonation.

## **UNIT – V**

### **OBJECTIVES**

1. To know the manner of articulation-the configuration and interactions of the articulators when making a speech sound.
2. To locate the origin of sound at which the speech organs come together in producing a speech sound.
3. To know the different types of place of articulation.
4. To know the different phonetic sound of English letter corresponding to its pronunciation.
5. To learn the notes of how the spoken words are pronounced using special phonetic symbols of the International Phonetic Alphabet [IPA].

Place and Manner of articulation - Phonemic transcription.

### **References:**

1. S. K. Verma and N. Krishnaswamy Modern Linguistics: An Introduction. New Delhi : OUP, 1989.28
2. H. A. Gleason: Linguistics and English Grammar. New York: Holt, Rinehart & Winston.Inc., 1965.
3. Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: Linguistics - An Introduction. Cambridge University Press, Cambridge, 1999
4. Robins R H: General Linguistics: An Introductory Survey, Longman Group Limited, London:1971
5. Fasold R. W. And Connor-Linton J (ed.): An Introduction to Language and Linguistics, Cambridge University Press, Cambridge, 2006.
6. Daniel Jones: The Pronunciation of English. New Delhi: Blackie and Sons, 1976 A. C. Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.
7. J. D. O'Conner. Better English Pronunciation. New Delhi: CUP, 2008. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. New Delhi:Macmillan, 1981.
8. T. Balasubramanian. English Phonetics for Indian Students: A Workbook. New Delhi: Macmillan.
9. ABERCROMBIE, D., Elements of General Phonetics, Edinburgh, Edinburgh University Press, 1967.
10. BANSAL, R.K. AND J.B. HARRISON, Spoken English for India, Second Edition, Madras, Orient Longman, 1972.
11. GIMSON, A.C., An Introduction to the Pronunciation of English, London, Edward Arnold, 1962.
12. HEFFNER, R., General Phonetics, Madison, University of Wisconsin Press, 1949.
- JONEW, DANIEL, The Pronunciation of English, Eight Edition, Cambridge, Cambridge University Press, 1956.
13. \_\_\_\_\_, The Phoneme: Its Nature and Use, Cambridge, Heffer,1950.
14. \_\_\_\_\_, An English Pronouncing Dictionary, London, Dent, 1917; ELBS, 1968.
15. LADEFOGED, P., A Course in Phonetics, New York, Harcourt Brace Jovanovich, 1975.
16. Vir Aggarwal & V.S.Gupta., Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi.
17. Puri. G.K. Competition Success: Review Communication. New Delhi: Sudha Publication.
18. Roy, Baron, Beginner's Guide to Journalism, New Helhi: Pushtak Mahal, 2003.
19. Parthasarathy, Rangaswami. Basic Journalism, Macmillan Publications, New Delhi, 1984 Print.

## **ALLIED -2**

### **PAPER- 3**

#### **HISTORY OF ENGLISH LITERATURE I**

##### **Course Objectives**

- 1 To provide an extensive background to the course
- 2 To introduce the eminent writers of English Literature
- 3 To expose the students to the magnum opuses of the literary masters
- 4 To prepare the students to undergo the course thoroughly
- 5 To provide the nuances of the history of English Literature

##### **UNIT - I**

Introduction to English Literature - Old English Secular Poetry Beowulf - Old English War Poems - Old English Prose Writings - Old English Grammar - Old English dialects, The Age of Chaucer - Geoffrey Chaucer - His Life and Career - The Canterbury Tales, The Sonneteers - Wyatt - Surrey - Daniel , Dryden - Spenser as a Sonneteer and Shakespeare's Sonnets - Major poets in the Elizabethan Age - Spenser and Shakespeare - Their works

##### **UNIT - II**

Prose in Elizabethan Age: Roger Ascham - The Chronicles of the tudor period - Hall - Holinshed - The Bible - Wycliffe, Tyndale, Coverdale - King James I' s authorized version of the Bible. Francis Bacon - Literary Criticism - Sir. Philip Sydney's Apologie for Poetry - Puritanism - Ben Jonson - - The origin and growth of English Drama - Mysteries, Miracles, Moralities, Interludes - The first English Comedy and Tragedy.

##### **UNIT - III**

The University Wits - George Peale- Thomas Kyd - Christopher Marlowe - Robert Greene - Thomas Nash - Thomas Lodge - John Lyly - William Shakespeare - Life of Shakespeare - The four periods of Shakespeare's dramatic career - His contemporaries and successors - Elizabethan Prose Fiction, The Puritan Writers - John Bunyan, John Milton, George Herbert, Sir Thomas Browne - The Metaphysical poets - John Donne & Others

##### **UNIT - IV**

The Restoration Age: Poetry: John Dryden & Samuel Butler: Drama: The Comedy of Manners - William Congreve - Wycherley - Thomas Shadwell - Dryden. Augustan Age - Alexander Pope as a poet , Critic - Addison and Steele - Doctor Johnson, Goldsmith - Sheridan - Henry Fielding - Tobias Smollett, Lawrence Sterne, Horace Walpole

##### **UNIT - V**

Pre Romantic and the Romantic Age: Goldsmith - Thompson - Gray - Burns - Blake - William Wordsworth - S.T Coleridge - Lord Bryon - P.B Shelley and Keats - Charles Lamb - Hazlitt, De Quincey , Jane Austen, Sir Walter Scott.

### **Text Books**

1. A History of English Literature by DR. A. Shanmugakani, Harrows Publications
2. An Outline History of English Literature by W.H Hudson, Mahaam Publishers
3. A.C Ward: Twentieth Century English Literature
4. Authur Compton - Rickett: History of English Literature

### **Reference Items: Books, Journal**

An Outline History of English Literature by Hudson, Mahaam Publishers

### **E - Materials**

#### **Course out Come:**

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. The students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

## **SKILLS BASED SUBJECT**

### **PAPER - 2**

#### **SKILLS FOR EMPLOYMENT**

##### **Course Objectives**

1. Learn what a group is and how individuals interact in a group
2. Know why interviews are held and what they are looking for
3. Have a good understanding of what students' own priorities are in a job
4. Appreciate the importance of etiquette for a successful cause
5. Examine how work attitudes relate to job performance.

##### **UNIT - I**

1. Skills for Group Discussion
2. Leadership and problem-solving skills

##### **UNIT - II**

1. Purpose of Interviews
2. Before and after the Interview

##### **UNIT - III**

1. Preparing a Resume
2. Writing a cover Letter
3. Answering FAQs about you and your family

##### **UNIT - IV**

1. Answering FAQs about likes and dislikes
2. Answering FAQs on justifying candidature
3. Answering FAQs on priorities, attitudes and biases

##### **UNIT – V**

1. Workplace etiquette
2. Values and Ethics
3. Culture
4. Gender equality

##### **Course out Come**

Student is able to prepare her\him self

### **Unit - I**

1. The student will be able to know types of GD
2. The student will be able to know about GD
3. The student will be able to know how to prepare for GD
4. The student will be able to understand leadership and problem solving skills
5. The student will be able to develop leadership and problem solving skills

### **Unit - II**

1. The student will be able to discuss the purpose of interviews
2. What are the techniques the student will be able to follow at the time of interviews
3. The student will be able to know their strengths and weaknesses
4. The students will be able to focus on the purpose of interviews
5. The student will be able to concentrate on do and don'ts while attending the interviews

### **Unit - III**

1. The students will be able to know how to lay out the details in a CV
2. The student will be able to learn how to organize information in a cover letter
3. The student will be able to come to know how to write a covering letter
4. The student will be able to know FAOS about their family members
5. The student will be able to learn how to answer questions about themselves and their family.

### **Unit - IV**

1. The students will be able to grasp the workplace etiquette.
2. The student will come to know values and ethics
3. The student will be able to discuss culture issues.
4. The students will be able to know equal rights of boys and girls
5. The students will come to know about the empowerment of women

### **Unit - V**

1. The students will be able to know one's likes and dislikes
2. The student will be able to understand their attitude.
3. They will become familiar with things they need to talk about and answer questions
4. They will be able to answer the question about the suitability of the job.
5. The student will be able to understand positive qualities that are valued at work.

### **Reference**

Co, Lina Mukhopadhyay &. *Polyskills: A course in communication skills and life skills*.  
Chennai:  
Foundation, 2012. print.

## **NON-MAJOR ELECTIVE**

### **PAPER- 1**

#### **LANGUAGE SKILLS AND COMMUNICATION I**

##### **Course Objectives**

- To improve the ability of speaking skills.
- To provide training in developing the interpersonal skills.
- To develop communicative skills
- To make students confident in dealing with communicative skills
- To facilitate students practical and social knowledge through conversations

##### **UNIT - I**

1. Meeting people
2. Exchanging greetings
3. Introducing, others, giving personal information, taking about people animals and places

##### **UNIT - II**

1. Answering telephone, asking for someone
2. Making enquiries on the phone
3. Dealing with wrong number
4. Taking and leaving messages

##### **COURSE OUTCOMES**

##### **UNIT - I**

1. Students will be able to know how to behave while meeting people.
2. Students will be able to understand the ways of exchanging greetings.
3. Students will be able to introduce them to a group of people.
4. Students will be able to understand how to introduce others in any situation.
5. Student will be able to understand how to give personal information in a coherent way.

##### **UNIT - II**

1. Students will be able to know how to converse over phone.
2. Students will be able to know how to enquire over phone in formal situation
3. Students will be able to know how to deal with wrong numbers in telephone.
4. Students will be able to know how to take and leave message after a telephonic conversation.
5. Students will be able to develop the skill of answering over phone.

##### **Text books:**

Mastering communication skills and soft skills

**SEMESTER IV**

**COREPAPER- 7**

**BRITISH LITERATURE III**

**Objectives**

The students learn

1. what makes the Victorian period unique in literature
2. the key themes of Victorian literature
3. to appreciate the plays of Victorian age
4. why this age is considered as the age of novels
5. to appreciate the novels of Dickens, Thomas Hardy and George Eliot.

**SYLLABUS**

**UNIT - I: POETRY**

1. Ulysses - Alfred Tennyson
2. The Scholar Gypsy - Mathew Arnold

**UNIT - II: POETRY**

1. Dover Beach - Mathew Arnold
2. My Last Duchess -Robert Browning

**UNIT - III: POETRY**

1. On Falling in Love-R.L. Stevenson
2. On Liberty-John Stuart Mill

**UNIT - IV: DRAMA**

1. The Importance of Being Ernest - Oscar Wilde

**UNIT - V: NOVEL**

1. Pickwick Papers -Charles Dickenson
2. The Mayor of Casterbridge- Thomas Hardy
3. Silas Marner - George Eliot



**Course outcome:**

**Unit I**

The students will be able to understand

1. the theme of Ulysses
2. Ulysses as a dramatic monologue
3. Character of Ulyses
4. What does the scholar gypsy symbolize
5. The “strange disease of modern life”

**Unit II**

The students will be able to understand

1. My Last Duchess as a dramatic monologue
2. Critical appreciation of the poem My Last Duchess
3. Describe the social custom according to “My Last Duchess “ - Ferrara by Robert Browning
4. Theme of Darkling Thrush
5. Mood of the poem Darkling Thrush

**Unit III**

The students will be able to

1. Know the novelist R.L. Stevenson as a poet
2. Critically appreciate the poem On Falling in Love.
3. Analyze the poem On Liberty
4. Comprehend the style of John Stuart Mill’s Poetry
5. Understand the social life of 19<sup>th</sup> Century.

**Unit IV**

The students will be able to

1. Identify targets of Wilde's satire and analyze the treatment of these targets.
2. Discuss the idea of art for art's sake.
3. Identify the pun central to the play and analyze its meaning
4. Answer who is the blocking figure in The Importance of Being Earnest?
5. Answer what precisely is a Bunburyist?

## Unit V

The students will be able to:

1. Identify who Charles Dickens was.
2. Summarize the characters and events of The Pickwick Papers.
3. understand that true happiness is achieved only through reciprocated love
4. See the tremendous impact that one person's life can have on the many people with whom he comes in contact.
5. Consider whether man or fate controls one's destiny.

### Text Book and Reference material

Palgrave , F.T Palgrave's Golden Treasury, Oxford Publisher,1997

Web Source

<https://www.poetryfoundation.org/poems/43606/the-scholar-gipsy>

<https://www.poetryfoundation.org/poems/43588/dover-beach>

<https://www.poetryfoundation.org/poems/43768/my-last-duchess>

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<http://www.gutenberg.org/files/580/580-0.txt>

<https://www.fulltextarchive.com/page/The-Mayor-of-Casterbridge-by-Thomas-Hardy/>

<http://www.gutenberg.org/files/550/550-0.txt>

## **COREPAPER - 8**

### **HISTORY OF ENGLISH LANGUAGE**

#### **Objectives**

The students are expected to know

1. General characteristics of English language
2. Development of vocabulary and change of meaning
3. Foreign influences on English language
4. Evolution of American English and standard English
5. Development of English as World language

#### **SYLLABUS**

##### **UNIT - I**

1. Characteristic features of English Language
2. Indo European Family of Languages

##### **UNIT - II**

1. The Growth of English Vocabulary
2. Change of Meaning

##### **UNIT - III**

1. History of English Spelling, Pronunciation and Dictionaries
2. Growth of Standard English

##### **UNIT - IV**

1. Contribution of Foreign languages
  - a. Latin
  - b. Greek
  - c. French
2. American English

##### **UNIT - V**

1. American English
2. English as world language

## **Course Outcome:**

### **Unit I**

Students will be able to know the

1. Characteristic features of English language like heterogeneousness, effect of loss of inflexions, simplicity of inflexions, gender system of English and development of periphrases
2. Indo European family of languages
3. Grimm's law
4. Verner's law
5. English as part of Indo European family of languages

### **Unit II**

The students will be able to understand

1. various methods of development of vocabulary
2. words coined by imitation, abbreviation, initials, back formation
3. words coined by suffixes and prefixes, syncopation, telescoping, metaanalysis, etc.
4. various methods of change of meaning
5. change of meaning listed by F.T. Wood,,

### **Unit III**

The students will be able to understand

1. the impact of influences of foreign languages
2. the influence of Latin language
3. greek influence
4. French influence

### **Unit IV**

The students will be able to understand

1. The history of English spelling
2. Reason for discrepancy between spelling and pronunciation
3. Development of dictionaries
4. Growth of Standard English
5. Received pronunciation

### **Unit V**

The students will be able to understand

1. The reason for the development of American English
2. New coinages
3. Differences between American English and British English'
4. Evolution of English as world Language
5. Impact of English as universal language

## **ALLIED -2**

### **PAPER- 4**

## **HISTORY OF ENGLISH LITERATURE II**

### **Course Objectives**

- 1.To provide an extensive background to the course
2. To introduce the eminent writers of English Literature
- 3 .To expose the students to the magnum opuses of the literary masters
- 4 .To prepare the students to undergo the course thoroughly
- 5 .To provide the nuances of the history of English Literature

### **SYLLABUS**

#### **UNIT - I**

1. The Victorian Age:
2. Poetry: Tennyson, Browning, Arnold and Hopkins.
3. Prose: Macaulay calyces Ruskin - Arnold - Walter Pater - R.L Stevenson:
4. Drama: Oscar Wilde
5. Fiction: Dickens, Thackeray - Mrs. Gaskell - Willkie Collins, Charlotte Bronte - George Eliot - Thomas Hardy - Author Canonon Doyle - Rudyard Kipling

#### **UNIT - II**

1. The Pre- Raphaelite Movement: Dante Gabriel Rossetti - Morris - Swinburne:
2. Georgian Poets: John Masefield, Walter de la More, Blunden, Housman, W.H Davies; Lascelles Abercrombie

#### **UNIT - III : TWENTIETH CENTURY**

1. Poetry: W. B Yeats, T. S Eliot - W. H Adden - Stephen Spender - Dylan Thomas - C.D Lewis, Ted Hughes - Philip Larkin
2. Prose: G.K Chesterton, Robert Lynd - A.G Gardiner, Lytton Strachey - T.E Lawrence - Hilairie Belloc.

#### **UNIT - IV: DRAMA**

1. Drama: Bernard Shaw - John Galsworthy - J. M Synge - Sean O' Casey - J.M Barrie - T.S Eliot - Christopher Fry - Beckett - John Osborne - Harold Pinter
2. Fiction: Arnold Bennett - H.G Wells - Graham Greene - Joseph Conrad - Somerset Maugham - E.M Forster - D.H Lawrence - Aldus Huxley - James Joyce - Virginia

Wolf - George Orwell - P.G Wodehouse - Kinsley Amis - John Braine - William Golding

## **UNIT - V : 21<sup>ST</sup> CENTURY**

1. **Poetry:** Carol Ann Duffy, Kathleen Raine, Edward Bond
2. **Prose:** Monica Ali, Martin Louis Amis, Diana Athill
3. **Fiction:** Margaret Allen, Paul Adam, Douglas Adam, J.K Rowling, Salmon Rushdie
4. **Drama:** Samantha Ellis, Christine Dennison, Alan Bennett & Angela Clarke

### **Course Out Come**

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. Students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

### **Text Books**

#### **Unit - 1,2,3,4:**

A History of English Literature by DR. A. Shanmugakani, Harrows Publications

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

A.C Ward: Twentieth Century English Literature

Authur Compton - Rickett: History of English Literature

#### **Unit - 5**

<https://oxfords.com>

<https://www.britanica.com>

Reference Items: Books, Journal

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

E - Materials

<https://oxfords.com>

<https://www.britanica.com>

## **SKILL BASED SUBJECT**

### **PAPER - 2**

#### **Writing for Specific Purpose**

##### **Course Objectives**

1. To create a passion for writing in English for special purposes
2. Enable students to learn the techniques of writing
3. To learn the situations and choose the right type of words and wages
4. To create and develop creative interest and encourage them to write on their own
5. To help them become more competent and confident writers

##### **SYLLABUS**

###### **UNIT - I**

- Getting started
- Gaining control
- Writing for a Diverse Audience
- Organizing your thought
- Managing the purpose of writing
- Overcoming the Writer's Block.

###### **UNIT - II**

- Making your message Accessible
- The subject time
- Beginning
- Endings
- Headings
- Graphic Devices
- Bullets

###### **UNIT - III**

- An easy to read style
- Strengthening a weak memo
- Writing for special purpose
- The executive summary
- Clear Instructions

## **UNIT - IV**

- Good well letters
- Letter of congratulations
- Thank you notes
- Letter of apology
- Letter of recommendation
- Delivering welcome news

## **UNIT- V**

- Letter of complaint
- Responses to letters of complaint
- Letter of request
- Persuasion : some practical pointer
- Shaping a persuasion message
- Sales letter
- International correspondence
- Message for email

## **Course Out Comes :**

Student is able to prepare her\him self

### **Unit I**

1. To start with work
2. Learns the methodical approach
3. Able to focus on the task
4. Gains control and get involved in the specific work
5. Understands the need of the reading
6. Gain control on writing and get involved in the specific work

### **Unit II**

1. Learn to organize ideas and write
2. Known how to draft the message
3. Write the revised message
4. Known to edit the draft after proof-reading
5. Learn to overcome the writer's block.



### **Unit III**

1. Construct subject .Arrange the key lines of the message in a captive way.
2. Include the punctuation marks in the right place
3. Learn to use the tense in the items in the menu bar like headings endings bullets and graphic devices
4. Makes the message accessible
5. Learn to incorporate the special effect

### **Unit IV**

1. Read their writing and make it clear
2. Analyze the structure and word choice
3. Able to give helpful information
4. Known to write quick, clear and direct
5. Learn to write an easy with specific style.

### **Unit V**

1. Learn to deliver un- welcome news
2. Responses to letter of complaints
3. Shape a persuasive message
4. Draft Sales letters
5. Interact with international correspondence

### **Text Book :**

Reference: Effective business writing Maryann PIOTROWSKI, Harper Collins publisher.  
Inc. NY 10022

## **NON-MAJOR ELECTIVE**

### **PAPER - 2**

#### **LANGUAGE SKILLS AND COMMUNICATION II**

##### **Course Objectives**

1. To enable the students to improve both ability to communicate and develop linguistic competence in language.
2. To study a language and various transferable skills as a part of this course

##### **UNIT - I:**

1. **Getting people's attention and interrupting**
2. **Giving instructions and seeking clarification**
3. **Making requests, asking for directions and giving directions.**

##### **UNIT - II:**

1. Inviting, accepting and refusing invitation.
2. Apologizing and responding to an apology.
3. Congratulating and responding to congratulations.
4. Asking for, giving and refusing permission.

##### **COURSE OUTCOMES**

###### **UNIT I**

1. Students will be able to use expressions to get someone's attention.
2. Students will be able to mention connecting word while giving instruction.
3. Students will be able to know the ways of making request, asking for directions, and also giving directions.
4. Students will be able to know how to give instruction and seek clarification.
5. Student will be able to grasp the procedures while present dialogues for any situation.

###### **UNIT II**

1. Students will be able to know how to invite, accept and refusing invitation.
2. Students will be able to develop the formal and informal ways for accepting and declining invitation.
3. Students will be able to know how to congratulate and how to respond to congratulations.
4. Students will be able to know how to ask, give and refuse permission in both formal and informal situations.
5. Students will be able to learn how to apologize and respond to apology

##### **Text books:**

KamleshSadam and SusheelaPunitha. Spoken English:  
A Foundation Course (Part I). Orient black swan. 2014

## **SEMESTER V**

### **CORE PAPER - 9**

#### **BRITISH LITERATURE IV**

##### **Course Objectives**

1. To introduce Twentieth century British literature.
2. To comprehend the development of trends in British literature.
3. To view British literature in its socio-cultural and political contexts.
4. To understand the theme, structure and style in twentieth century British literature.
5. To learn interpretative techniques like modernism and post-modernism in order to apply in the literary texts of various genres.

##### **SYLLABUS**

##### **UNIT - I: POETRY**

1. Second Coming - W.B Yeats
2. Tollund Man - Seamus Heaney
3. A Prayer for My Daughter- W.B.Yeats

##### **UNIT - II: POETRY**

1. God's Grandeur - Gerald Manley Hopkins
2. The Hound of heaven- Francis Thompson

##### **UNIT - III: PROSE**

1. The function of a Teacher- Bertrand Russell
2. Bookshop Memories - George Orwell
3. Notes on the English character - E.M.Foster

##### **UNIT - IV: DRAMA**

1. Pygmalion - G.B.Shaw

##### **UNIT - V: NOVEL**

1. Lord of the Flies - William Golding
2. 1984 - George Orwell

## **COURSE OUTCOMES**

### **Unit - I**

1. Students will be able to understand the coming of a new ominous reality.
2. Students will be able to understand the themes of the poems of W.B. Yeats with reference to “The Second Coming”.
3. Students will be able to know the background of Irish literature with reference to Seamus Heaney.
4. Students will be able to understand the violence and murders in Northern Ireland with reference to “TollundMan”.
5. Students will be able to recognize the love of a father for his daughter through the poem “Prayer for My Daughter”.

### **Unit - II**

1. Students will be able to understand the theme of the poems of G.M. Hopkins.
2. Students will be able to appreciate the literary genre, Sonnet.
3. Students will be able to understand man’s lack of awareness and his insensitivity to nature.
4. Students will be able to classify the poem, “Hound of Heaven” as an ode.
5. Students will be able to understand the pursuit of a sinner by a loving God.

### **UNIT - III**

1. Students will be able to understand the role of a teacher in the society.
2. Students will be able to appreciate the responsibility of a teacher.
3. Students will be able to understand various kinds of people and their behaviour.
4. Students will be able to understand the idea of undeveloped heart.
5. Students will be able to understand the ways and means of expressing emotions through characters.

### **Unit - IV**

1. Students will be able appreciate G. B. Shaw as a Dramatist
2. Students will be able to understand various social issues in the plays of G.B. Shaw with reference to “Pygmalion”
3. Students will be able to understand the teacher- student relationship
4. Students will be able to recognize the sense of humour in the plays of G. B. Shaw.
5. Students will be able to understand the distinct social class system.

### **Unit - V**

1. Students will be able to know the theme of the novels of William Golding with reference to “Lord of the Flies.”
2. Students will be able to understand the concept of bestial instinct and savagery.
3. Students will be able to understand the suitability of the novel for film making.
4. Students will be able to understand the concept of totalitarianism
5. Students will be able to understand how the views in the novels are relevant in the current scenerio.

## **TEXT BOOKS AND E- MATERIALS**

Poetry down the Ages 2004. Orient Longman

George Bernard Shaw's **Pygmalion**. New York: Chelsea House **Publishers**, 1988.

Golding, William, and Edmund L. Epstein. **Lord of the Flies: A Novel**. New York: Perigee, 1954.

Orwell, George. **1984**. London: Secker and Warburg, 1949.

<https://www.gradesaver.com/the-second-coming/study-guide/poem-text>

<https://www.poetryinternational.org/pi/poem/23607/auto/0/0/Seamus-Heaney/THE-TOLLUND-MAN/en/tile>

<https://www.poetryfoundation.org/poems/44395/gods-grandeur>

<https://www.bartleby.com/236/239.html>

<http://www.askliterature.com/prose/functions-of-a-teacher-by-bertrand-russell/>

[https://orwell.ru/library/articles/bookshop/english/e\\_shop](https://orwell.ru/library/articles/bookshop/english/e_shop)

<https://sex-british.com/notes-on-the-english-character-e-m-forster/>

## **CORE PAPER - 10**

### **SHAKESPEARE**

#### **Objectives**

1. To make students understand the characteristics of Shakespearean tragedy
2. To stress the significance of filial love
3. To enable the students to appreciate the qualities of Shakespearean comedy
4. To show how Shakespeare excels as poet
5. To give a brief introduction to Shakespearean criticism

#### **SYLLABUS**

##### **UNIT - I & II- King Lear**

Unit III - A Midsummer Night' Dream

Unit IV - Sonnet 116, 130

Unit V - Shakespeare Criticism:

A Midsummer Night' Dream: The Round Table Characters of Shakespeare's Plays

A C Bradley Lecture VII

#### **Course Outcome**

Unit I and II

Students will be able to

1. grasp how Lear suffers from children's ingratitude
2. appreciate the innocence of Cordelia
3. appreciate the significance of fool
4. understand how hamartia leads to fall
5. understand the role of fate

#### **UNIT - III**

Students will be able to understand

1. Characteristic features of a romantic comedy
2. To appreciate the world of magic
3. The significance of love
4. Appreciate the role of Puck
5. Appreciate the role of songs

#### **UNIT - IV**

Students will be able to understand

1. the characteristics of sonnets
2. Shakespeare's views on love
3. Shakespeare's affection for the dark lady
4. The poetic language of Shakespeare

## **UNIT -V**

Students will be able to understand

1. Hazlitt as a critic
2. Greatness of Shakespeare as playwright
3. Critically appreciate Midsummer Night's Dream as a comedy
4. Dequincy's views on Macbeth
5. Why the porter Scene is introduced after Duncan's death

## **CORE PAPER - 11**

### **LITERARY CRITICISM**

#### **Objectives**

1. Understand the relationship between literature and criticism
2. Understand Aristotle's concept of Tragedy
3. Understand that the end result of novel as the whole man alive
4. Understand T.S. Eliot as a modern critic
5. Understand current literary theory

#### **UNIT - I**

- Poetics - Aristotle

#### **UNIT - II**

- Preface to Lyrical Ballads -William Wordsworth

#### **UNIT - III**

- Why the Novel Matters D.H.Lawrence
- Tradition and the Individual Talent -T.S.Eliot

#### **UNIT - IV**

- New Criticism Structuralism- Post structuralism

#### **UNIT - V**

- Feminist Criticism - Post-Colonialism - Eco criticism

#### **Course Outcome:**

##### **Unit I**

The students will be able to understand

1. Aristotle's concept of tragedy
2. six formative element in tragedy
3. Aristotle's Plot, character and tragic hero
4. Functions tragedy

##### **Unit II**

The students will be able to

1. understand the genesis of the Preface to the Lyrical Ballads
2. know key concepts conversed in the Preface to the Lyrical Ballads



3. have Wordsworth's views on themes, subject matter, function & diction of poet

### **Unit III**

1. Why does the novel matter?
2. How Lawrence highlight the superiority of the novel over other forms of literature
3. What according to Lawrence are the supreme old novels
4. The relation between tradition and individual talent
5. The concept of objective correlative

### **Unit IV**

The students will be able to understand

1. John Crowe Ransom as a pioneer of New Criticism
2. The theory of new criticism
3. Ferdinand de Saussure as forerunner of Structuralism
4. The difference between new criticism and structuralism
5. The theory of post structuralism

- Unit V Feminist Criticism - Post-Colonialism - Eco criticism

The students are able

1. to assess the different concept of Feminist Criticism
2. To get identify the different impact of post colonialist features in literature
3. To learn Eurocentric concepts of criticism
4. To distinguish between impact of orientalism and European imperialism.
5. To understand the parallel between feminist criticism and eco criticism.

### **TEXTS**

#### **Reference books:**

- Barry, Peter. *Beginning Theory*. Manchester University Press 2009.
- [Hans Bertens](#). *Literary Theory: The Basics*, 2013
- [M.H. Abrams](#) et al. *A Glossary of Literary Terms* 11th Edition.
- English Literary Criticism and Theory by M.S .Nagarajan
- BOOK: English Critical Texts : D.J Enright Ernst De Chickera

## CORE PAPER - 12

### SUBALTERN LITERATURE

#### Objectives

1. To know the themes of subaltern poetry
2. To critically analyse the poems of subaltern literature
3. To know the theme of marginalization in Chinua Achebe's The Sacrificial Egg and Mahaswetha devi's Draupadhi .
4. To appreciate the plays of subaltern playwrights, Asif Currimbhoy and Wole Soyinka
5. To know the theme of hegemony in the novels of Amitav Ghosh and Khalid Hosseini

#### SYLLABUS

##### UNIT - I

###### Poetry

1. The Dying Eagle by E.J. Pratt
2. Why have you left the Horse Alone by Mahmoud Darwish
3. Telephone Conversation by Wole Soyinka

##### UNIT - II

###### Non Fiction

Nickel and Dimed by Barbara Ehrenreich

##### UNIT - III

###### Short stories

1. The Sacrificial Egg by Chinua Achebe
2. Draupadhi by Mahaswetha Devi

##### UNIT – IV

###### Drama

1. Dumb Dancer by Asif Currimbhoy
2. Death and the King's Horseman by Wole Soyinka

##### UNIT –V

###### Fiction

1. Hungry Tide by Amitav Ghosh
2. The Kite Runner by Khalid Hosseini

#### Course Outcomes

##### Unit I

The students will be able to

1. Analyze the theme of loss of power
2. Know the inevitability of younger generations overthrowing the older ones
3. Analyse myth and history in Mahmoud Darwish's poem, "Why have you left the horse alone"
4. Understand the pain of exile

## 5. Understand the theme of racial discrimination

### Unit II

The students will be able to

1. understand the complications that arise from trying to survive on a minimum- job

Realize that work is not a way out of poverty, but a physically and emotionally damaging state in which the economic laws of supply and demand often simply don't apply.

2. Understand that low-wage workers are forced to fight an uphill, or even impossible, battle:
3. understand that their problems stem not from individual weaknesses or laziness but from entrenched structural issues that make working your way out of poverty excruciatingly difficult.

### Unit III

The students are able to understand

1. the tug-of-war between Western influences and native traditions and beliefs.
2. Through Julius, that even decades of colonialism are incapable of erasing the rituals and beliefs of a people
3. The concept of emptiness and loss.
4. That Draupadi is an ironic tale of exploitation and struggle faced by a woman for being born in a low birth
5. And explore the traumas undertaken by the women protagonists to resist and survive.

### Unit IV

The students are able to understand

1. How the psychological thriller, Dumb Dancers incorporate the element of valour from the Mahabharata,
2. the stigma and struggle attached with mental illnesses, expressed through the traditional *dance* form, kathakali.
3. the mingling of Western and Yoruban elements in Death and the King's Horseman
4. the universality of the theme of cultural responsibility
5. The values of Yoruban society

### Unit V

The students will be able to understand

1. The Environmental problems which are often underestimated by the majority of mankind in Hungry Tide.
2. Corruption and bureaucracy as disease, which develops quickly, but takes a lot of time, efforts and determination to recover from it
3. The necessity of Responsibility.
4. The theme of betrayal The Kite Runner

5. The life of guilt moving towards redemption

### **Text Book and Web Source**

1. [https://www.k-state.edu/english/westmank/spring\\_00/SOYINKA.html](https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html)
2. <https://english2302.files.wordpress.com/2016/08/the-sacrificial-egg.pdf>
3. Currimboy, Asif. Dumb Dancers. Culcutta: Writers Workshop, 1992.
4. Ehrenreich, Barbara. Nickel and Dimed. Picador, n.d.
5. Gosh, Amitav. The Hungry Tide. Harper Collins, n.d.
6. Hosseini, Khaled. The Kite Runner. Bloomsbury Publishing , n.d.

## **INTERNAL ELECTIVE**

### **PAPER - 1**

**(to choose one out of two)**

#### **A. CHILDREN LITERATURE**

##### **Objectives**

1. To make the students read a broad range of children's literature from Fairy tales to recent books
2. it gives students appreciation about their own cultural heritage as well as those of others;
3. it helps students develop emotional intelligence and creativity;
4. to explore new vocabulary, to internalize grammar and linguistic structures,
5. to motivate the students to develop the habit of reading

##### **SYLLABUS**

###### **UNIT - I**

1. Little Women - Louisa May Alcott

###### **UNIT - II**

1. Anna of Green Gables (Book I)- Anne Montgommz

###### **UNIT - III**

1. Harry Potter and the Philosopher's Stone - J . K. Rowling

###### **UNIT - IV**

1. The Ugly Duckling - Hans Christian Andersen
2. Hansel and Gretel - Grimm's Fairy Tales

###### **UNIT - V**

1. C.S. Lewis- On Three ways of Writing for Children
2. Philip Pullman - On Children's Literature and the Critics Who Disdain It (From Daemon Voices: On Stories and Storytelling).

##### **Course outcome:**

Unit I

The students learn

1. Young woman's struggle between familial duty and personal wor

2. The danger of gender stereotyping
3. To find happiness through daily activities and dreams
4. The importance of being genuine
5. What they deserve depends on how hard they work

## Unit II

The students are able to understand

1. How being good leads to problems
2. The traditional roles and propriety
3. The underlying moral character of Anne
4. How new moral codes perplex the traditional ones
5. Anne's vision of future

## Unit III

The students are able to understand

1. How Harry learns that he is a wizard
2. Harry's first experience of wizarding
3. The character of Hermione Ganger and Professor Quirrell
4. The Significance of Harry's eleventh birthday
5. The importance Harry's vision on the Mirror Erised

## Unit IV

The students will be able to:

1. identify and describe the moral of the story, The Ugly Duckling
2. analyze the characters of the story.
3. analyze the elements of a fairy tale.
4. Understand how to manage problematic situations
5. compare and contrast fairy tales

## Unit V

The students understand

1. it's in the fantasy literature that we find a sense of sub-creating a world and the tales that inhabit it that both reveal and delight.
2. that it is a wrong conception that one is behind in his reading and one is ahead,
3. that there isn't a complete and unbridgeable gap between the books of the children, and the grown-
4. That we grow up by moving along a sort of timeline, like a monkey climbing a stick.
5. They should not criticize anyone for reading children's fiction

### **Web Source:**

<https://www.catholicculture.org/culture/library/view.cfm?recnum=9117>

Alcott, Louisa May. Little Women. Fingerprint Publishing, n.d.

Montgomery, L M. Anna of Green Gables. Penguin UK, n.d.

Rowling, J K. Harry Potter and the Philosopher's Stone. Bloomsbury Press, n.d.

## **INTERNAL ELECTIVE**

### **PAPER - 1**

#### **B. JOURNALISM**

##### **Objectives:**

- 1) To give students a better understanding on the development of history journalism in global and Indian context.
- 2) Introduce students the concept related to News and Journalistic practice
- 3) Ignites knowledge of professional Journalism and helps students to strengthen the underpinnings of journalism.
- 4) Stimulates the students on getting knowledge about how newspaper encourages photo-journalism development.
- 5) Prepares students as a good reporter and capable interpreter of society
- 6) Imparts knowledge of sciences and history of arts to make one's way up in a world to meet out increasingly demanding competence in the field of journalism.
- 7) Modality prepares a student to learn how to write editorials columns and feature articles.

#### **SYLLABUS**

##### **UNIT - I**

History - Definition of News - News sources - News Values - Role and functions of Journalism - Canons of Journalism.

##### **UNIT - II**

Reporter - News Editor - Sub Editor - Anatomy of Editing - Language and Style - Organisation and Structure of the News paper.

##### **UNIT - III**

Introduction to Copy Editing - Preliminary Copy Editing - Design and Specimen Pages.

## **UNIT - IV**

On Screen Copy Editing - Preparing Text for typesetter - Illustrations - Proof.

## **UNIT - V**

### **House Style**

- House Style and Preliminary Pages
- Cross references
- Date and Time
- Spelling and Punctuations
- Title Page
- Content List
- List of Illustrations

### **Literary Material**

- Running Heads
- Page Number
- Heading
- Footnotes and Endnotes
- Tables
- Appendixes
- Glossaries

### **References:**

1. Mencher, Melvin; News Reporting and Writing; 7<sup>th</sup> edition; (1997); Columbia Univ.Press
2. Ed. Boyce, George; Curran, James; Wingate, Pauline; Newspaper History from the 17<sup>th</sup> century to the present day; (1978); Sage
3. Wilson, John; Understanding Journalism; (1996); Routledge
4. Mazumdar, Aurobindo; Indian Press and Freedom Struggle; (1993); Orient Longman
5. Parthasarthy, Ramaswamy; Here is the News; (1994); Streling
6. Brumley and O'Malley; A Journalism Reader, (1997); Routledge
7. Howard, T; New: A Reader; (1991); OUP
8. Williams, Framcos; Dangerous Estate: (1957); Longman



9. Dhavan, Rajeev; Only the Good News; (1987); bharat Enterprises
10. Sarkar, R.C.S; The press in India; (1984); S. Chand & Co. Ltd.
11. Raghavan, G. N. S; PTi Story; (1987); Indraprastha Press
12. Rao, Amiya and Rao, B.G.; The Press she could not whip; (1977); Popular Prakashan
13. Srinivasan. R.; Crusaders of the 4<sup>th</sup> Estate; (1989); Bhartiya Vidya Bhavan
14. Smith, Anthony; The News an International History; (1979); Thames and Hudson
15. Hohenberg; The professional Journalist
16. Ahuja, B.N., Theory and Practice of Journalism, Surject Publications, Delhi,1979
17. Gunning, Robert, The Technique of Clear Writing, McGraw-Hill Book Co., New York.
18. Johnson, Stanley and Julian Hariss, The Complete Reporter, The MacMillan Co., New York, 1942.
19. Lent, John A. (ed), The Asian Newspaper's Reluctant Revolution, The State University Press, Ames Iowa, 1977.
20. Murthy, Nadig Krishna, Indian Journalism, Prasaranga, University of Mysore, 1966.
21. Natrajan, J., History of Indian Journalism. The Publications Division Government of India.
22. Parikh, R.D., The Press and Society, Popular Prakshan, Bombay, 1965.
23. Parthasarathy, Rangaswami, A Hundred Years of the Hindu; The epic story of Indian Nationalism, Kasturi and Sons Ltd., Madras/
24. Sahni, J.N., Truth About the Indian Press, Allied Publishers, Bombay, 1974.
25. Sethi, Patanjali, Professional Journalism, Orient Longman, Bombay,1974.
26. Wolseley, Roland E. (ed.), Journalism in Modern India, Asia Publishing House, Bombay, 1964.

**Web Source:**

copac.ac.uk:

[copac@mimas.ac.uk](mailto:copac@mimas.ac.uk)

## SKILL BASED PAPER SUBJECT

### PAPER - 3

#### CONTENT WRITING

##### *Course Objective*

Expose students of English literature to the world of 'ideation and creation'. By providing a platform for writing contents for Advertisement, Websites, Product descriptions and Social media contents ( for clients to express, inform, entertain or persuade the audience/ readers) enhances the artistic and analytic function of the student.

##### *Course Outcome*

Content Writing will play a vital role in the era of "start ups". With technical expertise along with good writing skills can provide a great career opportunity to a student.

##### Unit I

###### Introduction

Writing for special purpose- nuances of technical writing- digital age writings- SEO- target identification and focus- various platforms. Types of Content Ads., Blogs, E-Books etc., Publication Platforms.

##### Unit II

Writing Tools, Tips, & Techniques.

##### Unit III

Advertising Objectives- Category of Ads. - Strategy - layout- language.

##### Unit IV

Social media and present day platforms. Social media tools.

##### Unit V

Content Writing Exercises, Commercials, Social Advertisements, Short films, Projects as teams.

##### **Text Book**

##### **Reference Books.**

- [Kristina Halvorson](#). *Content Strategy for the Web*.
- [Mark W. Schaefer](#). *The Content Code: Six essential strategies*. 2015.

- **Goddard Angelo.** *The language of Advertising.* **1998.**
- **Caston Julia.** *Creative writing: A Practical Guide.* **1998.**
- **Krikpan John.** *Good Style writing for Science.* 1992.

## SEMESTER VI

### COREPAPER -13

#### CONTEMPORARY LITERATURE

##### Course Objectives

1. To introduce a wide range of contemporary literature.
2. To understand the variety of existing literary culture.
3. To expose the students to know the development of English language.
4. To expose the students to know to variety of characters
5. To promote the students to read contemporary literature.

##### Syllabus

##### **UNIT - I: POETRY**

1. Rain - Don Patterson
2. Wedding - Alice Oswald

##### **UNIT - II: POTERY**

1. Though My Mother was Already Two Years Dead (Long Distance II)- Tony Harrison
2. Lonely Moon- Sandra Feldman

##### **UNIT - III: PROSE**

1. Through the Tunnel- Doris Lessing
2. Once Upon a Time- Nadine Gordimer

##### **UNIT - IV: DRAMA**

1. The Humans- Stephen Karam
2. England People Very Nice- Richard bean

##### **UNIT - V: NOVEL**

1. Life of pi- Yann Martel

## 2. The Alchemist- Paulo Coelho

### **COURSE OUTCOMES**

#### **UNIT I**

1. Students will be able to understand contemporary American poetry with reference to Don Patterson.
2. Students will be able to analyze why Patterson love all films that starts with rain.
3. Students will be able to understand the poetic techniques used by Alice Oswald.
4. Students will be able to know how art attempts to make a sense of the transformation after wedding.
5. Students will be able to understand the transformation that love creates in one's life.

#### **UNIT II**

1. Students will be able to understand contemporary English literature with reference to Toni Harrison.
2. Students will be able to recognize the universality of motherhood.
3. Students will be able to understand how dead people live in the memories of people alive.
4. Students will be able to critically analyze the theme of loneliness.
5. Students will be able to have a glimpse of Jewish literature with reference to Sandra Feldman.

#### **UNIT III**

1. Students will be able to understand contemporary English short story with reference to Doris Lessing.
2. Students will be able to know the historical context of the short story "Through the Tunnel".
3. Students will be able to know the psychological implications of imaginary fears.
4. Students will be able to understand the South African literature with reference to Nadine Gordimer.
5. Students will be able to fix the story, "Once Upon A Time" in the frame work- bed time stories.

#### **UNIT IV**

1. Students will be able to understand the contemporary British drama with reference to Richard Bean.
2. Students will be able to know the existing racism among ethnic groups.

3. Students will be able to understand the theatre techniques used.
4. Students will be able to understand the contemporary American drama with reference to Stephen Karam.
5. Students will be able to know the concept of familial drama.

## UNIT V

1. Students will be able to know the contemporary Canadian literature with reference to Yann Martel.
2. Students will be able to appreciate the story of an Indian teen ager with a Bengal Tiger in a life boat after a ship wreck.
3. Students will be able to understand the contemporary Brazilian literature with reference to Paulo Coelho.
4. Students will be able to comprehend the role of symbols and omens in one's life.
5. Students will be able to understand the suitability of the novels for film making.

## TEXT BOOKS AND E- MATERIALS

<https://poets.org/poem/rain-0>

<https://www.poetrybyheart.org.uk/poems/wedding/>

<https://poets.org/poem/long-distance-ii>

<https://www.poemhunter.com/poem/lonely-moon-5/>

<https://www.bartleby.com/topics/through-the-tunnel>

[https://archive.org/stream/GordimerOnceUponATime/Gordimer\\_Once\\_Upon\\_a\\_Time\\_djvu.txt](https://archive.org/stream/GordimerOnceUponATime/Gordimer_Once_Upon_a_Time_djvu.txt)

Martel, Yann. **Life of Pi**. New York: Harcourt, Inc., 2001.

Coelho, Paulo. **The Alchemist**. San Francisco: HarperSanFrancisco, 1998. Print.

## **CORE PAPER -14**

### **INDIAN LITERATURE IN TRANSLATION**

#### **Course Objectives**

1. To introduce the student to the polyphony of modern Indian literature in translation.
2. To understand the multi-faceted nature of cultural identities in the various Indian literature in translation.
3. To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
4. To explore images in literary productions that express the writer's views on their society.
5. To enable the students to understand and appreciate the richness and complexities of the respective languages and their literature.

#### **Syllabus**

##### **UNIT - I: POETRY**

1. Kurunthogai Verse 40 (poem: "**Red Earth and pouring rain**"): What could my mother be to yours) - Translated by Dr. Jayanthasri Balakrishnan
2. The modern woman by Bharathiyar. (puthumai Pen)
3. Thirukkural - The Possession of love

##### **UNIT - II: NON-FICTION**

The five steps to success by Yandamoori Veerandranath

##### **UNIT - III**

1. Chemmeen - Thakazhi Sivasankara Pillai (Translated by Anita Nair)
2. Grachar Gochar - Vivek Shenbag (Translated by Srinath Prerur)

##### **UNIT - IV**

1. Sakunthalam - Kalidasa

2. EvamIndrajith - Badal Sarkar (Translated by GirishKarnad)

## **UNIT - V**

1. Bridges - Sivashankari (Translated by Krisnan)
2. The Bait - Mahim Bora (Translated by LalithSaika)

## **COURSE OUTCOMES**

### **UNIT I**

Students will be able to

1. Learn the universal qualities of pure love irrespective of caste, creed and society.
2. Appreciate the poetic style and the indigenous metaphor
3. The concept of modern woman by Bharathiyar
4. The significance of selfless love
5. Thiruvalluvar as universal poet

### **UNIT II**

Students will be able to know

1. how to overcome anger, laziness , fear and complexes
2. How to develop their leadership qualities
3. How to develop their relationships
4. Indian culture and tradition
5. Able to face life with confidence

### **UNIT III**

- 1.Students will be able to understand the myths about chastity.
- 2.Students will be able to understand the customs, taboos, beliefs and rituals of fishermen community.
- 3.Students will be able to understand the socio-cultural background of India with reference to VivekShenbag.
- 4.Students will be able to face problems after marriage.
- 5.Students will be able to raise voice against domestic violence.

### **UNIT IV**

1. Students will be able to understand the importance of culture depicted in the epic *Mahabaratha*.

2. Students will be able to develop a taste for language and literature with reference to *Sakuntalam*.
3. Students will be able to understand the sign of true love.
4. Students will be able to learn the genre absurd play and the stream of consciousness technique.
5. Students will be able to explore Sartrean existentialism.

## **UNIT V**

1. Students will be able to understand Assamese literature with reference to Mahim Bora.
2. Students will be able to visualize the concept of first love.
3. Students will be able to know the importance of rural life.
4. Students will be able to know the practices and rituals of the Tamil ancestors.
5. Students will be able to understand the concept of birth and death.

## **TEXT BOOKS AND E MATERIALS**

<https://www.worldcat.org/title/sins-of-appus-mother/oclc/309143>

<https://talesntunes.wordpress.com/2017/12/11/book-review-chemmeen-english-translation/>

<https://indianreview.in/fiction/indian-review-assamese-literature-the-bait-mahim-bora-translated-lalit-saikia/>

<https://www.worldcat.org/title/kalidas-abhigyan-shakuntalam/oclc/643914898>

Badal Sarkar, EvamIndrajith - translated by GirishKarnad. Oxford University Press, London 1974 Print.

<https://www.worldcat.org/title/bridges-paalangal/oclc/229343130>

[https://www.academia.edu/9958506/TRANSLATION\\_OF\\_CLASSICS](https://www.academia.edu/9958506/TRANSLATION_OF_CLASSICS)





## **COREPAPER -15**

### **NEW LITERATURES IN ENGLISH**

#### **Course Objectives**

1. To introduce the finest works in English belonging to various countries.
2. To give insight into the dogma free world of spiritualism.
3. To enable the students to analyze literary works from different environment and different cultures.
4. To show how English language has become a tool against colonialism.
5. To give an objective view of dichotomies in society.

#### **UNIT - I: POETRY**

Australia - A.D.Hope

Your Children are Not Your Children - Khalil Ghibran

#### **UNIT - II: POETRY**

A Far Cry From Africa - Derek Walcott

House and Land - Allen Curnow

#### **UNIT - III: PROSE**

A Black Grand Mother - Sally Morgan

Novelist as a Teacher - Chinua Achebe

#### **UNIT - IV: DRAMA**

Death and the King's Horseman - Wole Soyinka

#### **UNIT - V: NOVEL**

Cry, the Beloved Country - Allen P

### **COURSE OUTCOMES**

#### **UNIT I**

1. Students will be able to understand the background of Australian literature with reference to A.D.Hope.
2. Students will be able to understand the satire in the poems of A.D.Hope.
3. Students will be able to understand the use of symbolism through the poem "Australia".

4. Students will be able to understand parental narcissism as a toxic quality through the poem “Your Children are not Your Children”.
5. Students will be able to know importance of children’s individual views and independent ideologies are not influenced by their parents.

## **UNIT II**

1. Students will be able to understand the feelings of displacement through the poem “House and Land”.
2. Students will be able to know the New Zealand literature.
3. Students will be able to feel the state of immigrants.
4. Students will be able to understand the racial and cultural tensions in Africa.
5. Students will be able to understand the concept of colonialism.

## **UNIT III**

Students will be able to understand how race plays an important role in works of African writers.

Students will be able to know the definition of emotional journey.

Students will be able to understand the importance of journey and its benefits.

Students will be able to understand how a writer takes up the role of a teacher.

Students will be able to differentiate post-colonial and western writers.

## **UNIT IV**

1. Students will be able to understand the richness of the African literature.
2. Students will be able to develop taste for the techniques of drama with reference to *Death and the King’s Horseman*.
3. Students will be able to understand the concepts of anti-colonialism.
4. Students will be able to understand the background and rituals of Yoruba community.
5. Students will be able to analyze that the play as a bridge between African and European culture.

## **UNIT V**

1. Students will be able to witness the background status of South Africa.
2. Students will be able to know the international attention to South Africa’s tragic history.
3. Students will be able to capture the extremes of human emotions.
4. Students will be able to comprehend African’s hope for their freedom from hatred, poverty and fear.
5. Students will be able to understand that the novel is a journey from rural life to urbanization.

## **TEXT BOOKS AND E MATERIALS**

Soyinka, Wole. *Death and the King's Horseman* Norton critical edition. New York : Norton, 2003.

**Paton, Alan. *Cry, the Beloved Country*.** New York, N.Y: Scribner, 2003. Print.

<https://www.studymode.com/subjects/a-black-grandmother-by-sally-morgan-page1.html>

<http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistasteacher.pdf>

<https://cdn.auckland.ac.nz/assets/press/all-books/pdfs/2017/Appendix%20to%20Allen%20Curnow%20Collected%20Poems.pdf>

<https://poets.org/poem/far-cry-africa>

<https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>

<https://poets.org/poem/children-1>

## **INTERNAL ELECTIVE**

### **PAPER - 2**

(to choose one out of two)

#### **A. ENGLISH FOR INFORMATION TECHNOLOGY**

##### **Objectives:**

1. To make students familiar with internet and its usage
2. To help them learn the basic ways of exploring internet
3. To enhance their knowledge of using multimedia.
4. To improve their knowledge of computer in learning and teaching English
5. To enable them create their own blogs and web page

##### **UNIT - I**

1. World Wide Web & Email, Internet
2. Searching the Internet & Search FAQ's
3. The Internet as Resource Bank and classroom tool

##### **UNIT - II**

1. Introduction to NET (I)
2. Introduction to NET (II)
3. Writing Projects
4. Email projects and discussion lists

##### **UNIT - III**

###### **Activities**

1. Making news
2. Eco-tourism
3. Mystery Postcards
4. Classified ads
5. Puzzle Maker
6. Reviewing a website

##### **UNIT - IV**

###### **Tools for Online works**

1. Blogs and Wikis
2. Web Quest
3. Recent multimedia applications in everyday life.

##### **UNIT - V**

1. Professional development online
2. Listserv FAQs
3. Teaching online
4. Teaching development resources

**Course Outcome:****Unit 1:**

- 1 Student is able to use internet.
- 2 Learn to send and receive e-mails
- 3 Identify similar problems and know the ways to solve through FAO's
- 4 Incorporate the required material from the web resource bank in learning English
- 5 Exchange ideas using e-mail

**Unit 2:**

- 1 Learn the history of computer and its gradual development till date.
- 2 Get educated in online quiz and enrich their knowledge
- 3 Get their educational resource materials.
- 4 Involve in creating and publishing their articles.
- 5 Know to participate in online discussion and get their doubts clarified

**Unit 3:**

- 1 Students are able to compose news and upload
- 2 They are able to locate popular places of tourism and learn their ecological significance
- 3 Learn to create postcards and develop related knowledge
- 4 Learn to draft classified ads for practical benefits
- 5 They are able to construct puzzles and derive English language knowledge

**Unit 4:**

- 1 To create blogs and wikis
- 2 Know to use web page
- 3 Learn to apply multimedia in their web based activities
- 4 Learn to edit content in wikis
- 5 Know to operate playstore and download different apps

**Unit 5:**

- 1 Analyse content wise websites
- 2 Know to browse profession related websites
- 3 Have discussion and exchange ideas
- 4 Get educated new techniques in teaching learning
- 5 Improve their teaching learning in class rooms situation
- 6 Get familiarized with ICT

**Prescribed Text**

The Internet and the Language Classroom - A Practical Guide for Teachers - II Edition -  
Gavin Dudency , Cambridge University Press, 2007.

## INTERNAL ELECTIVE

### PAPER - 2

#### B. FILM - APPRECIATION AND BOOK REVIEW

Objective:

- 1 To sensitize students in the nuances of cinema.
- 2 To introduce the semiotics of cinema to students
- 3 To introduce theories relevant to film appreciation
- 4 To expose students to the world of film language
- 5 To direct the massive influence of cinema towards the positive

#### UNIT - I

1. Film appreciation : An introduction
2. Reading the visual and visualizing the text: Film Language

#### UNIT - II

1. Cinema : Aesthetics, Religion and politics
2. A Classic film is a critique of the medium

#### UNIT - III

- 1 What's in a Name?
- 2 Brevity is the soul of wit
- 3 How you say a thing
- 4 Acting is believing

#### UNIT - IV

1. Watching the recommended movies and writing reviews

#### UNIT - V

##### **Reading books and writing Reviews**

1. Becoming by Michelle Obama
2. A walk to remember by Nicholas Sparks
3. Three women , three ponds by Sudha Murthy
4. One Indian girl by Chetan Bhagat

##### **Course outcome**

UNIT I:

1. Students is able to get an overall view of cinema as a massive influence in the society
2. Understand semi-idiomatic expressions coined through movies

3. Differentiate regional movies from World Cinema
4. Classify the important feature of cinema
5. Learn to appreciate film language

#### UNIT II:

- 1 Learn the basics of film - language and venture on to higher level.
- 2 Become knowledgeable in the trained areas of signs, codes and syntax of film-language
- 3 Identify the circuit of film experience connected to different fields of social political and religious life
- 4 Become more knowledgeable at cultural, social and political levels
- 5 Appreciate the interactive process between the visual and the viewer

#### UNIT III:

1. Differentiate the main text from multiple sub- texts.
2. Understand that cinema is used not only an entertainment but as laughter therapy
3. Develops positive attitude
4. Establish revolutionary ideas against the odds of life
5. Appreciate the effects of sound and music

#### UNIT IV:

1. Interpret the different concepts of the movie.
2. Apprehend the art and culture depicted through movie
3. Enlist the number of techniques used in cinema.
4. Get trained to choose apt titles and catchy phrases to be used.
5. Analyze the plot- structure of the movie

#### UNIT V:

1. Develop the habit of book reading
2. Know the nuances and techniques of reading
3. Learn their intricacies of characterization
4. Learn to analyze the book critically
5. Analyze the plot-structure of the movie

#### **Text Prescribed**

1. Prof.N,Ilango,*Film- Appreciation for Beginners*, Manimekala Publishing House, Madurai, 2017.



**BOOK RECOMMENDED:**

- 1 Becoming by Michelle Obama
- 2 A walk to remember by Nicholas Sparks
- 3 Three women , three ponds by Sudha Murthy
- 4 One Indian girl by Chetan Bhagat

**Movies Recommended:**

1. Harry Potter, goblet of Fire directed by mike Newell
2. The Chronicle of Narnia directed by Andrew Adamson
3. Jungle Book, directed by Jon Favreau
4. Gandhi ,directed by Richard Attenborough
5. Ten Commandment directed by Cecil B.Demille
6. The Hound of Baskervilles directed by Sidney Lanfield
7. Schindler's List directed by Steven Spielberg

## **INTERNAL ELECTIVE**

### **PAPER - 3**

(to choose one out of two)

#### **A. WRITING FOR SPECIFIC PURPOSE**

##### **Course Objectives**

1. To create a passion for writing in English for special purposes
2. Enable students to learn the techniques of writing
3. To learn the situations and choose the right type of words and wages
4. To create develop creative interest and encourage them to write or them own
5. To help them become more competent and confident writers

##### **UNIT - I**

- Getting started
- Gaining control
- Writing for a Diverse Audience
- Organizing your thought
- Managing the purpose of writing
- Overcoming the writer's Block.

##### **UNIT - II**

- Making your message Accessible
- The subject time
- Beginning
- Endings
- Headings
- Graphic Devices
- Bullets

##### **UNIT - III**

- An easy to read style
- Strengthening a weak memo
- Writing for special purpose
- The executive summary
- Clear Instructions

##### **UNIT - IV**

- Good well letters

- Letter of congratulations
- Thank you notes
- Letter of apology
- Letter of recommendation
- Delivering welcome news

## **UNIT - V**

- Letter of complaint
- Responses to letters of complaint
- Letter of request
- Persuasion : some practical pointer
- Shaping a persuasion message
- The sales letter
- International correspondence
- Message for email

Reference: Effective business writing Maryann PIOTROWSKI, Harper Collins publisher. Inc. NY 10022

## **Course Out Comes (five outcomes for each units should be mentioned)**

Student is able to prepare her\him self

### **Unit - I**

1. To start with work
2. Learns the methodical approach
3. Able to focus on the task
4. Gains control and get involved in the specific work
5. Understands the need of the reading
6. Gain control one writing and get involved in the specific work

### **Unit II**

1. Learn to organize ideas and write
2. Known how to draft the message
3. Write the revised message
4. Known to edit the draft after proof-reading
5. Learn to overcome the writes block.

### **Unit III**

1. Construct subject arrange the key lines of the message in a captive way.
2. Include the punctuation marks in the right place
3. Learn to use the tens in the items in the menu bar like headings endings bullets and graphic devices
4. Makes the message accessible
5. Learn the incorporate the special effect

### **Unit IV**

1. Read their writing and make it clear
2. Analyze the structure and word choice
3. Able to give helpful information
4. Known to write quick clean and direct
5. Learn to write an easy to read style.

### **Unit V**

1. Learn to deliver un- welcome news
2. Responses to letter of complaints
3. Shape a persuasive message
4. Draft sales letters
5. Interact with international correspondence

## **INTERNAL ELECTIVE**

### **PAPER - 3**

#### **B. CREATIVE WRITING**

##### **Course Objectives**

1. To know the process of beginning and growth of English language.
2. To know about various innovative ways of using English language in verbal and non-verbal communications.
3. To write clearly effectively and creatively and adjust writing style appropriately, to the content the context and nature of the subject
4. To write travelogues and advertisements
5. To write scripts for TV and Radio programmes

##### **UNIT - I**

1. Various kinds of writing
2. The creative Impulse, Creative ability
3. Tools and Techniques

##### **UNIT - II**

1. Poetry
2. Prose
3. Features and non - features
4. Writing for the Media

##### **UNIT - III**

1. Sketching the plot, conflict, climax, resolution
2. Character Sketch
3. Action Description
4. Dialogue

##### **UNIT - IV**

1. Travelogue
2. Writing Advertisements
3. Writing for Newspapers

i) News ii) Articles

## **UNIT - V**

1. Writing Documentaries

2. Writing for Television and Radio

Course Outcomes

### **Unit I**

1. The student will be able to know various dimensions of creativity
2. The student will be able to develop creative impulse ability Geniuses and talent
3. The student will be able to grasp the tools and techniques of creative writing
4. The student will be able to appreciate the tools and techniques of writing
5. The student will be able to appreciate the talent of geniuses

### **Unit II**

1. The student will be able to grasp the lyrical richness of the poetry
2. The student will come to know the literary devices of the poetry
3. The student will be able to understand the features of prose
4. The student will be able to focus on the multiple features of creative writing.
5. The student will be able to know the principles of writing for digital media.

### **Unit III**

1. The student will be able to understand the different elements and attributes of drama
2. The student will be able to understand various genres of fiction
3. The student will be able to analyze the character speech
4. The student will be able to form dramatic devices used in conjunction with the episodic and climactic plot forms
5. The student will be able to form action description in creative writing.

### **Unit IV**

1. The students will be able to write a Photographic Description of places
2. The students will be able to highlight the Various Attractions.
3. The students will be able to give some cultural background of the places
4. the students will be able to write catchy advertisements
5. the students will be able to write articles for newspapers

### **Unit V**

1. Students will be able to understand documentaries
2. Students will be able to write documentaries
3. The Students will be able to write scripts for Television programmes
4. The students will be able to write scripts for radio programmes
5. The students will be able to organize TV and Radio programmes.

## **References**

Creative writing - Person by Dev

Ailsa Cox: Writing Short Stories.

Thomas S. Kane: The Oxford Essential Guide to Writing.

William Strunk, Jr. and E. B. White: The Elements of Style.

William Zinsser: On Writing Well: The Classic Guide to Writing Nonfiction.

**SKILL BASED SUBJECT  
PAPER - 4**

**ENGLISH LANGUAGE TEACHING - ELT**

Course Objectives

1. To acquaint the learner with the theories and practices of teaching English.
2. To explain various methods of teaching and learning the English language.
3. To make our students familiar with teaching processes involved in English language teaching.
4. To learn the natural approach in communicative English
5. To make the student learn the competence based language teaching
6. To channelize their academic vision towards the language teaching and learning in a better way

**UNIT - I**

1. A Brief History of Language Teaching
2. Language Teaching Innovations
3. Objectives of Teaching English

**UNIT - II**

1. Interference and Transfer from the Mother Tongue
2. Listening Activities
3. Techniques in Teaching - Speaking
4. Barriers of Effective Communication

**UNIT - III**

1. Methods and Approaches in Teaching English
2. Translation Methods
3. Direct Methods
4. Bilingual Approaches
5. Situational Approaches
6. Eclectic Approaches

**UNIT - IV**



1. Communicative Language Teaching
2. Cooperative Language Teaching
3. Content - Based Language Teaching
4. Task-Based Language Teaching

## **UNIT - V**

1. English Language Teaching in India
2. English as a World Language
3. English for Specific Purposes
4. Technological Influences on English
5. Media and Cyber Influences on English

## **Text Books**

### Unit-I:

1. Howatt, A. P. R., A History of English Language Teaching, Oxford: OUS
2. Stern, H. H., Fundamental Concepts of Language Teaching. Oxford: OUS

### Unit-II:

1. David Nunan, Language Teaching Methodologies, Prentice Hall Publishers
2. Mackay, Ray. A Basic Introduction to English Language Teaching. Oxford: OUS

### Unit III:

1. Jack. C. Richards and Theodore S. Rogers, Approaches and Methods in Language Teaching, 2<sup>nd</sup> Edition, Cambridge: Cambridge University Press
2. Halliday, M. A. K. Language on Social Semiotic, London : Edward Arnold

### Unit- IV:

1. S P Dhanavel. English Language Teaching in India - The Shifting Paradigms. McGraw Hill Education Publisher
2. Slavin, R. Cooperative Learning: Theory, Research and Practice. 2<sup>nd</sup> Ed. New York: Prentice Hall

### Unit - V:

1. Widdowson, H. Learning Purpose and Learning Use. Oxford: OUS
2. Wrenn, C.L. The English Language. Delhi: Vikas Publishing House Pvt Ltd.

## **Reference Items: books, Journal**

1. Penny Ur, A Course in English Language Teaching. Cambridge: Cambridge University Press
2. Diane Larsen - Freeman and Marti Anderson. Techniques & Principles in Language Teaching. Oxford: OUS
3. Navita Arora. English Language Teaching - Approaches and Methodologies. McGrawhill Publisher
4. Dr. Praveen M Jain. Methodology of Teaching English - Tools, Techniques and Methods. Raj Publications

5. Dr. Meena Sehrawat and Dr. Subodh K. Jha. English Language Teaching. Lakshi Publishers
6. M L Tickoo. Teaching and Learning English - A Sourcebook for Teachers and Teacher - Learners. Orient Blackswan Publishers
7. Widdowson, H.G., Teaching Language as Communication. Oxford: OUS
8. Ashok Kumar. English Language Teaching: New Perspectives. Oxford: OUS
9. Jeremy Harmer. The Practice of English Language Teaching - 5<sup>th</sup> Ed with DVD. Pearson Publishers
10. Dr. Adi Ramesh Babu. English Language Teaching and Learning - Problems and Remedies. Pointer Publishers.

### **E- Materials**

1. <https://eltbylinablog.wordpress.com>
2. <https://eltnotes.wordpress.com>
3. <https://medium.com/eltnotes>
4. <https://talimenam.blogspot.com>
5. <https://www.eltnotes.blogspot.com>
6. <https://www.teachingenglish.org.uk>.
7. <https://www.scribd.com>
8. <https://opencourse.uoa.org>
9. <https://news.collindelt.com>
10. <https://en.m.wikipedia.org>
11. <https://www.eltresearchbites.com>
12. <https://eltnotesfrombelow.org>
13. <https://shop.scholastic.co.uk.elt>
14. <https://eltaypwip.org>.webnotes
15. <https://www.cambridge.org.elt>

### **Course Out Comes**

#### **After studying**

#### **Unit - I**

1. the student will be able to understand the brief history of language learning
2. the student will be able to know that language can be acquired as a skill not as a knowledge
3. the student will come to know the various innovative methods available in learning and teaching the language
4. the student will be able to develop a taste for language learning and teaching
5. the student will understand the objectives of teaching and learning English

#### **Unit - II**

1. the student will be able to understand the mother tongue influence on the English language and how to avoid this as this is a major problem for non native English speakers

2. the student will come to know the various listening activities as listening plays a very vital role in learning any language
3. the student will get inspiration to learn native English language with correct accent
4. the student will learn the techniques of spoken English
5. the student will remove the barriers that come across in effective communication

### **Unit - III**

1. the student will be able to understand the methods and approaches in teaching English
2. the student will understand the translational method to learn the language
3. the student will get inspiration through the direct methods of learning the language
4. the student will understand the bilingual, situational and eclectic approaches of learning the language
5. the students by learning these approaches and methods easily learn the language.

### **Unit - IV**

1. the student will be able to learn various methods of learning the language
2. the student will come to know the basis of communicative language teaching
3. the student will understand the cooperative language teaching
4. the student will get inspiration through the task-based and content-based teaching of English language
5. the student will be able to approach the learning of a language in an easy manner through learning these teaching methodologies

### **Unit - V**

1. the student will be able to understand the status of English in the world as English has become a world language
2. the student will come to know the usage of English language in specific purposes related to all fields
3. the student will understand the methods of approaches practiced in India to teach the English language
4. the student will get inspiration through the various influences like technology, media and cyber on the English language
5. the student will be able use the language in all specific purposes

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